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INSPECTION.

By

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Inspection is the process of seeing a school in its normal working order and forming cumulative judgment about it.

Inspection, as a means of control of public education, came with the creation of Departments of Public Instruction in this country as directed in Wood's Education Despatch of 1854 and has since established itself as an essential part of the educational system. Whereas, in England, it was introduced as a safeguard against waste of public money given in the form of grants to aided schools, in this country it was brought into being as a means of controlling education given in Government and aided educational institutions. In England, Inspectors were not to interfere with the religious instruction, discipline, or management of schools, but were to verify the fulfilment of the conditions on which grants were made, to collect information, and to report the results of the inspection to Government. Here, they were to conduct, or assist at, the examination of the scholars in Government and aided institutions, and generally by their advice, aid the managers and school masters in conducting them. Thus, in this country, examination of pupils was from the beginning indicated as the primary function and guidance to teachers as the secondary function of inspectors. In England, examination came later with the notorious results-grant system which was introduced by the Revised Code of 1862. The introduction of this system in England soon led to the introduction of a similar meticulous grant-in-aid system in this country with equally baneful results to education. The system remained in force for about 40 years and was replaced by inspection only after it was so replaced in England by the English Education Act of 1902. In their resolution of 1914 on Indian Educational Policy, the Government of India declared: "inspectors should be much more than mere examiners. They should not only judge the results of teaching, but should judge and advise as to its methods, and it is essential that they should be familiar with the schools in their ordinary working conditions."

Inspection, properly conducted, consists in noting

whether a school is situated in a healthy locality and amid sanitary surroundings;

whether it is sufficiently lighted and ventilated and provides sufficient accommodation for the pupils in all its class rooms;
whether it is sufficiently and suitably furnished and equipped and readily uses the furniture and equipment available as and when required in the course of its work;
whether it had arranged satisfactorily for registration of daily attendance of its teachers and pupils and strictly enforces regularity and punctuality in their attendance;
whether it divides its day into suitable periods so as to offer variety and change of work and thus avoid monotony and mental or physical over-strain;
whether it gives place in its daily time-table to physical work as well as to mental work;
whether it possesses sufficient and qualified teachers and distributes its work evenly and suitably amongst them and arranges to see that it is conducted on efficient and up-to-date lines;
whether it requires the pupils to sit and stand properly while listening, answering, reading and writing;
whether the home work it sets to its pupils is suitable and not excessive;
whether all the writing work done by the pupils is neatly done and is properly corrected by the teachers concerned;
whether it arranges for periodical review and examination of pupils' work and maintains records of their attainments in the different subjects of study at each stage of their school career;
whether it arranges suitably for extra-curricular activities of the pupils;
whether it looks after the health of its pupils and maintains records of their physical growth and development;
whether it inculcates in its pupils habits of clean, healthy, and industrious life and of orderly and upright behaviour through curricular and extra curricular activities;
whether it maintains friendly relations with the pupils and their parents; and lastly;
whether it so arranges all its work as to give its teachers and pupils 'freedom in discipline' and to maintain 'discipline in freedom.'

Thus, inspection covers much wider ground than examination, which merely assesses attainments of pupils in each subject of the curriculum at each stage of their school career and determines their fitness or unfitness for promotion to the next higher stage, and judges such 'imponderables' in education as pupils' health, habits, and character, school teaching, and school discipline, which examination can never weigh.

But, as everyone knows, inspection has not yet come into its own. For various reasons the chief among which is, it must be frankly confessed, lack of good general education, professional training, and teaching experience in most of the inspectors, inspection is not properly conducted, it is still looked upon and treated as a hurried form of examination, as a cursory type of visitation. The Hartog Committee was disquieted *"to find in most provinces large numbers of untrained inspectors of all grades. Inspectors who are themselves only intermediates or men with even lower qualifications and who moreover have received no training cannot be expected to help in the work of improving the schools and the teachers"*. Such untrained inspecting officers can hardly command the confidence, esteem, and respect of teachers. The great need of the present, therefore, is to require fairly high general education, professional training, and teaching experience as necessary qualifications for appointment to the posts of inspectors. To expect better work of teachers while a good many of the inspectors are professionally unqualified is obviously unfair.

Even where inspectors are well qualified for their work, they are often unable to do it satisfactorily, because they are saddled with such heavy administrative duties as make it difficult for them to get away from their office and feel free for inspectional work. A remedy for this unsatisfactory state of things lies in relieving them of the large routine part of their administrative work, such as signing bills, scrutinising the accounts statements and statistical returns, and dotting the i's and crossing the t's in drafts prepared by inexperienced matriculate clerks by supplying them with ex-

pert and, where needed, additional clerical assistance. It is obviously bad economy to employ *highly-paid inspectors on work* which can as well be done by lower paid clerical staffs.

Another measure which appears to be necessary to compel inspecting officers to remain up-to-date is to require as once suggested by one of H. M.'s Inspectors in England, every inspector to read at least one new educational book every year and to write at least one educational thesis every five years.

A reform in the present organisation of the inspectorate appears also to be necessary. We have, at present, for the most part, only *general* inspectors charged with the duty of dealing with all types of education, primary, secondary, and special. This arrangement is manifestly unsatisfactory. It stands in urgent need of improvement by the division of the inspectorate into branches, such as primary, secondary, training, special, technical, commercial, etc., so that inspecting officers may be looked upon as experts competent to advise their depart*ments and the local authorities on questions* relating to their own branches.

Inspectors of the Board of Education in England are described as "the eyes and ears, not only of the Board itself, but of the local authorities"; and are gradually becoming recognised as "an intelligence service, *responsible for estimating the state of education in an area rather than making routine reports on the efficiency of individual schools, for conferring with the teachers of an area rather than with individual teachers in their class rooms, and for focussing the results of these estimates and conferences in published reports or circulars.*" May we look forward to that happy day when our inspectors also will come to be looked upon in the same light and will lift education out of the tightening grip of codes, curricula, time-tables, annual inspections, examinations and promotions, reports, and returns!

SUPERVISION vs. INSPECTION

By

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The word 'inspect' is given as a synonym of the word 'supervise' in the dictionary but this paper seeks to point out that there is a vast difference between 'supervision' and 'inspection' and between 'supervisors' and 'inspectors'. Some statements from the policy of the schools of Oakland, California, U. S. A. with regard to supervision issued by the Superintendent, Fred. M. Hunter illustrate the difference between these terms as used in American schools. Mr. Hunter says, "Supervision is on the face of it the work done by certain officers of the school other than regular class room teachers to influence, guide and improve instruction. In its early evolutionary stage it was called and was inspection—a checking of the performance of a hired employee against specific directions and requirements by a representative of the employing authority. In a modern progressive school it has developed to be totally different procedure far removed in its conception and purpose from the earlier idea of it. A teacher is no longer merely a hired employee doing the routine work of a drill Sergeant but the state's official representative—a friend and leader of its youth. The supervisor is no longer a time and performance checker but a friend and leader of teachers—a teacher helper. His principal work is to distribute and make universal the best things that are done by teachers anywhere, to bring to bear on the problems of the teacher the foremost philosophy of method and educational growth, to encourage them to be interested in and to participate in the creative function of curriculum making."

While some of the inspectors and inspectresses who visit Indian schools are true supervisors many are only inspectors. Their inspection is a critical examination, "a checking of the performance of a hired employee against specific directions and requirements by a representative of the employing authority." This type of inspection tends to produce wrong attitudes in the teacher, the child and the inspector himself. The inspector comes to look into what is being done; to criticise the teacher and children. Sometimes he seems to think it necessary to assume a severe manner in order to make an impression. This naturally has a reaction on the teacher. It is impossible for him to be natural. He seeks to cover up his mistakes and deficiencies and trembles inwardly for fear the inspector may write a poor report in the visitor's book. The children are frightened or disturbed by the unnatural attitude of the teacher as well as that of the inspector. Those who ordinarily answer questions readily seem to be tongue-tied. They apparently cannot remember what they have learned well. If the inspector criticises or humiliates the teacher in front of them they are inclined to lose respect for him.

The true supervisor or teacher helper comes into the class room with an entirely different attitude. He is kindly and sympathetic toward teacher and children and tactful in what he says. He enters unobtrusively, observes the needs of

teacher and children and then holds a conference with the teacher after the class has been dismissed. Together they talk over the problems the teacher has met in his work. The supervisor praises the good, calls the teacher's attention to the poor work and suggests how it may be improved. He refers the teacher to sources of information or suggests where it may be possible to observe good teaching in that particular subject or phase of work. This method of procedure is almost certain to produce an attitude of friendliness and trust on the part of the teacher. He is usually ready to discuss his problems; to ask for help with difficulties and willing to try out methods suggested by the supervisor if he understands them. Mediocre and even poor teachers have been inspired to do good work by sympathetic tactful supervisors. The children too react favourably to this type of supervision. They learn to look on the supervisor as a friend who helps to open new worlds of interest to them. If the relationship between the supervisor and teacher is what it should be it will be possible for the supervisor to take demonstration classes for the teacher to help him improve his methods. The children will respond readily to his suggestions if they can look upon him as an understanding friend.

In order to attain this high standard of supervision the supervisors must be chosen carefully for personality, technical training and experience. It is obvious that if the supervisor is to be a teacher helper and friend, he must be a helpful and friendly person. Sympathy, understanding and tactfulness are the qualities that teachers place at the top of their lists when asked what qualities are desirable in a supervisor. Experts in the field of supervision suggest five years as the minimum of teaching experience that should be required of a supervisor. He needs at least this much in order to be at home in a class room. Both college and technical training in a normal school are desirable. In addition, the supervisor should have training and practice in supervision as well as training.

With these qualifications and training a supervisor should be able to make progress toward the goal set for the best supervisors in modern schools. But before he can progress very far he needs to become acquainted with the conditions in the schools he is to supervise. He needs to know the background of his teachers and the children. If there are a large number of schools under his supervision at first he should probably make a survey of the needs of each school or class and then decide upon some definite problem for study. If he has no definite objective he cannot expect to see progress in the work of the teachers. A well-planned supervisory program should include a study of definite problems such as the teaching of the four fundamental operations in arithmetic or remedial reading for those who are not making the progress they should; methods and devices for improving the teaching in these subjects and checks of results to indicate what the supervisory program has accomplished. It is also very important that the supervisor keeps abreast of the times and new movements in education. If he is to carry out the real purpose of supervision he must be prepared to "retain his teachers each time that education moves forward." This is not to be done merely by dictating to the teacher "but rather in the stimulation and guidance of self-direction and self-criticism on the part of the teacher."

SCHOOL INSPECTION

By

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I believe I am not far wrong when I say that, of late, there is a growing tendency among the rising generation of teachers against the so called inspection of their work, especially as it is conducted at present by a certain type of officers, and very often, the word itself savours to some of them something of espionage. This feeling of dislike or resentment now and then, shows itself in the columns of the press. Many understand it to be a a synonym for fault-finding. The relation between the Inspecting officer and the Assistant master (I do not know the view of the Headmasters on this subject) looks like the relation between the capitalist and the labourer, or the land-lord and the tenant of the Nineteenth Century, in as much as each views the other with suspicion and jealousy. That both should work in a spirit of harmony, co-operation and goodwill in the interests of the rising generation is not at all borne in mind.

Now, an impartial and careful scrutiny of the problem will reveal to us that the Inspection, like the written Examination, is a necessary evil, and till something better takes its place, it has to be tolerated.

Much of the trouble or annoyance felt by most of the teachers against the Inspecting officers arises out of a misconception. Some of us, teachers, presume ourselves to be a set of angels or perfect saints, and these we are certainly not. We conveniently forget the bare truth that we are human beings, with all the frailties or weaknesses characteristic of the species; and even the ablest and the best of us are not free from defects. One general weakness of a large number of people in this world is to entertain a high opinion of themselves and it is but natural that he or she should resent anything that is a bit disparaging to this vanity or conceit. Before we accuse others of being unfair or even cruel to us, we have to answer some questions frankly and conscientiously and they are these: How many of us are really actuated by a high sense of duty in our every day work? Left to ourselves, without any check or control, how many of us—even among those who talk highly of their academical degrees, double degrees, convocation oaths, responsibilities etc,—are likely to discharge our duties satisfactorily? Do we enter the class every day with systematic preparation of our lessons? Do we not allow the exercises to accumulate in arrears and then correct them all at a stretch, hurriedly, just before the Inspection? Is it not true that some of us do not at all wake up to our sense of responsibility till the Headmaster's memo rouses us? Is not the temptation to follow the line of least resistance or minimum of work too great for many of us? We must answer these questions honestly, before we venture to criticise the work of the Inspectors in public.

There is another point that has to be taken into consideration. Are all those who abuse us or point out our faults our enemies? Are all those who praise us our freinds? Should not our well-wishers take the liberty to point out to us our drawbacks? And have not our sincere friends a right to

correct us? Why should we not consider our Inspecting officers as such well-wishers and guides? Why should we look upon them with distrust and ill-feeling? Do they come to our school just to stab us in the dark? Are they so heartless and callous as to take peculiar pleasure in drafting a report with all kinds of harsh and unpleasant adjectives? Certainly not. An inspector—especially in these days—who has realised his duties and responsibilities well, knows that he is to be the guide and the friend to the young inexperienced teacher. He seldom degenerates into a carping critic whose very word drips venom. He must enter a class with a free, unbiased and open mind; even if he has formed some bad impression of a teacher once, he should not go to the class with the same impression next time. It is quite likely that the teacher has considerably improved during the interval. Nor is the inspector to confine his remarks to the bad features of the lesson: the merits of the lesson must be pointed out with as much care. Then again, his remarks should not be directed against the inherent defects of the teacher, but to the technical flaws. He should be a man of broad heart, wide sympathy, and adequate tact.He must know how to convince the teacher of his defects, without in any way wounding his feelings. In this connection, it may not be out of place for me to quote Principal Commery's "Marks of good supervision":

"There are the three infallible marks of the right kind of good supervision as follows: commendation of the .good: condemnation of the unsatisfactory: suggestion of the better. Suggestions should be fair, unbiased and unprejudiced, definite, cleancut and specific elements of strength should be located and all that is best in the teachers should be brought out; the suggestions should centre upon the technique of teaching rather than upon the personal shortcoming of the teacher.

All criticism should be constructive. Mere faultfinding and teaching down of a teacher's work without something better to offer is inexcusable."

Let me end this brief paper of mine with a highly relevent, though a bit long, extract taken from an old issue of the "Indian Review."

"The model inspector should be a man of cheerful disposition, brimful of ideas and suggestions, possessing the most up-to-date information regarding the latest devices of teaching and school management. He should be able to inspire confidence in teachers, who should instinctively look up to him for help and guidance. He should realise the difficulties that beset the path of our educational system—low attainments of the staff, defective text-books, unpromising environments and an overburdened curriculum (the unnatural medium, the want of parental co-operation.)

The administration and the inspectorial functions of one and the same officer ought to be separated. He who has been a capable teacher and trained in the theory and practice of instruction may be a poor administrator: and yet he may advantageously be entrusted to watch "the teaching of young idea how to shoot." This is the more important function of the two and the teaching Inspector should have nothing to do with administrative work. He should be assigned the responsible work of introducing new methods and new ideas in the school under his supervision. He should go from place to place holding assemblies of teachers, discoursing on matters of Educational interest, practically demonstrating new methods of work, and generally stimulating educational activity in his circle. He should visit schools and discuss different methods of instruction with teachers

and guide them where necessary. His visits should not be mere cursory peeps once a year, but he should take his time and visit each school thrice, four times or as often as necessary and each time he should note how far his instructions have been followed and with what results. The Annual Inspection Report of the school should be based on the observations made by him from time to time during his visits—it is when the machine of our department is worked by sympathetic officers willing to imbibe new ideas and help teachers in times of doubt and difficulty that Inspection will lose its terrors and the visit of the Educational Inspector will be eagerly watched for as that of a guide, philosopher and friend."

I hope that the desired change has already commenced, even in this "unchanging land," and let us earnestly hope that in future at least we will have Inspecting officers only of that type.

INSPECTION OF SCHOOLS

By

Sudarman

Our educational system is in the melting pot. Reform and retrenchment are the slogans that rouse the deepest interest. It is my object in this article to suggest a reform that will, if carried out, effect a substantial retrenchment, without in any way lowering efficiency. Should the Inspectorial hierarchy, the maintenance of which bulks so large in our educational budget be maintained at the present strength? The feeling is strong that the three hundred and sixty (or is it four hundred) Deputy Inspectors who revolve round these three dozen planets, are far too many, considering the nature of the work turned out by them. Such a statement may seem too sweeping. But do not facts justify the view?

These District Educational Officers manage to pay a single visit to every school within their jurisdiction, in the course of the academic year. This visit lasts for two or three days. During these days, the departmental officer inspects all the school records and also manages to examine the work of every one of the two dozen or more teachers in the institution. He generally devotes some ten minutes or, say fifteen minutes, to every subject, bombards a class suddenly, finds there a nervous pedagogue in ponderous turban armed with copious notes of lessons specially manufactured for the occasion, orders him to teach some lesson or other, asks the pupils a few questions which they hardly understand, scribbles something in his note-book, which is later developed into formal remarks in his report, and walks away, followed by the headmaster.

This is not an unfair description of a school inspection. I ask all sensible men if there is any earthly good in paying on an average rate of Rs. 700 per mensem to about three dozen D. E. O's and about one third of this sum to about ten times this number of Deputy Inspectors, in order that they may do the work I have described above once a year in every school! Then again these inspecting officers know very little of the subjects they are supposed to inspect. One of them, perhaps, passes as a specialist in History. But how can he be expected to test whether other subjects are properly taught? Another may know something of Mathematics, but has serious doubts whether Oliver Cromwell fought in the Wars of the Roses or introduced the First Reform Bill! A third may have written a book on the direct method of teaching English, which shrewd headmasters hasten to prescribe to propitiate this Educational cerberus but has no more knowledge of decimals than of Lord Rudolph Churchill! ! A fourth may pretend to know a little of Geography. Some of these D. E. O's, who had been professors of first grade colleges have been shunted on to the Inspectorate for obvious reasons by the Director of Public Instruction. These officers dare to sit in judgment on veteran teachers, watch their teaching for a few minutes, and pass the most scathing remarks thereon! ! Jove's thunderbolt flashes in their hands, and they threaten managers and headmasters with excommunication by ball, book, and candle for every supposed transgression, from non-submission of annual returns by the due date to laxity in promotion or admission.

As for deputy inspectors, they are the eternal complements of those supermen, the

D. E. O's!! They have to be versatile geniuses, changing their hues more rapidly than the Chameleon in the story. This year they are specialists in Mathematics; the year after, they are specialists in Biology; while all of them are authorities in the various vernaculars, and complacently sit in judgement on the Pundit. With an assumption of omniscience they criticise his methods and impeach his learning. It is almost impossible to avoid bursting into laughter while these gentlemen sit solemnly watching a mathematics or science class without being able to notice the grossest blunders pupils commit! Even if a pupil says that Carbonic acid is capable of dissolving all metals or that Kiachow is an island on the coast of North America, not a muscle of this educational sphinx moves, but it starts away gravely pompously, and writes in the report that the lesson was fairly satisfactory, though the teacher was not energetic enough!

It is no wonder that a question is asked whether the game is worth the candle? Even supposing that D. E. O's are omniscient, are revised and enlarged editions of Brihaspat; even granting they are masters of the subjects they inspect, does any man believe that by a single visit of a few minutes' duration, these people are doing anything to improve teaching? The only visible result of their visits is that they upset the regular work of the school they inspect for a week, throw many weak-minded headmasters and assistants into fits of perspiration and despair. It is an ill-wind they say, that blows nobody any good, and it is a sight for the gods to see the big bloated, diabetic headmaster whose work is to bully his assistants and to cane boys, fawning and cringing to the D. E. O. with bated breath and whispering humbleness.

The work of the D. E. O. is more often destructive and seldom constructive. Very few think of giving a good model lesson. If they do give one, it is always a model of what it should not be. I have had the misfortune to be the eye witness of half a dozen such calamities, and I may tell you Sir, in all sincerity that it is a sight to make the angels weep! In almost every case the lesson was a dismal failure, and the D. E. O. goes forth a sadder but not a wiserman! The majority of them are, however, prudent. They will never commit the mistake of giving a lesson. They come to our schools, once a year, and go away learning nothing and forgetting nothing. But they have not the advantage always. Sometimes they are appointed as professors in first grade colleges, and then nemesis is at hand to punish them for their cruelty to teachers. Three hundred undergraduates thump the gallery together. Sometimes they hiss and sometimes they whistle, sometimes they worry them with insoluble problems and imaginary doubts, until these fallen supermen look back wistfully along the vista of the past, when in distant Kodavasal or Sholavandan, far away from the boisterous undergraduates, they presided at some tame Teachers' Conference and made two hundred and fifty L. T's tremble at their frown!!!

Such is the work done by the D. E. O's, with honorable exceptions of course. Shall public money be wasted on these peripatitic fault finders? How long shall we postpone urgent and important educational reforms for want of funds, such as compulsory free primary education, the starting of industrial and technical schools, provision for under-fed and unhappy children that creep like ghosts through schools, a decent living for underpaid and overworked teachers, larger and more liberal grants for equipment and other matters too numerous to mention here?

S. S. L. C. EXAMINATION TANGLE

By

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The subject of examinations has, in recent times, gathered round it a bewildering wealth of literature. The purpose of this article is not to analyse the stock criticisms against examinations. I proceed on the assumption that, conditioned as we are; examinations for purposes of classification, gradation, and promotion of pupils are inevitable. In spite of the abuse heaped on them, they have gone on merrily holding their grip both on teachers and pupils and are sure to do so for a great while to come. Hence the part of wisdom lies in using them so skillfully that their shortcomings will be least evident. It is here attempted to discuss the subject with a view to finding out a way by which the evils may be minimised.

2. To establish the need for a change in the method of examination it seems necessary to give a brief retrospect. In 1857 when the Matriculation examination was introduced, 41 candidates were presented for the examination; the number was below 100 till 1862, below a thousand till 1867 It was after 1890 that the figures ran over a thousand. With the gradual development and expansion of mass education secondary schools also increased in number and strength all over the presidency till at last the number of candidates presented at the public examination now approximates to 20,000. Much water has flowed under the bridge since the introduction of the matriculation. But the method of examination, devised for a few tens of candidates is being tenaciously applied to several thousands of candidates of varied attainments and circumstances. This method of examination owes its origin to the printing press; the examination office, can operate its machines with ease. A uniform paper-test with seeming impartiality standardizes tens of thousands of pupils in the course of a few hours. For this service of the printing press we have been paying too heavy a price. The ease in holding such simultaneous and uniform tests has led us to ignore 'the need for freedom, variety and elasticity'. The validity of the paper-test to measure the capacity and attainments of pupils may often be questioned; yet people continue to have implicit faith in the reliability of the test. The changes in the curriculum demand new methods of examination. A paper-test alone is unfit to measure the pupils' attainments in Science subjects. Nor can a knowledge of Humanities be so done. Further, it must be recognised that methods of teaching have improved since the old matriculation days. To assess the results of such teaching with any measure of accuracy a paper-test is utterly inadequate.

3. The above considerations would naturally lead us to a full recognition of the imperfections of a centralized scheme of examinations. The problem for the teachers is how best to remedy those imperfections. *Professor J. J. Findlay, suggests that the remedy is to be sought* (i) *by diminishing the number of examinations;* (ii) *by taking scholars' record into account and* (iii) *by research into more scientific methods of examinations.*

4. The School Final Examination set up in 1911 as entirely distinct from the matriculation examination, sought to apply the first two of the methods mentioned above for mitigating the evils of a centralised scheme of examinations. Most of those who had to work out the scheme were naturally inclined to view any new fashion with suspicion and unspoken resentment. Its fate therefore was a foregone conclusion. The details of the scheme are too well known to need any mention here. But some of the causes that led to the failure deserve to be noted for they bear a profound lesson for teachers. How some Principals of colleges abused the privilege of admitting into collegiate course students whose certificates were acceptable to them may well be within the memory of all. In 1916 Principals were deprived of the privilege and definite rules were framed for declaring candidates eligible for college course. Yet another evil cropped up. The formula that was being applied to moderate the candidates' marks at the public examination with those at the school came in handy for Headmasters. Ingenious methods of marking were adopted to artificially float the moderated marks till at last the authorities decided not to take the candidate's school-record into account at all. The Government and the Public too have ceased to attach any value to the school record to maintain which the Headmaster and his clerks spend much time and energy. The spirit in which the scheme was conceived was dead, but the form has been embalmed and treasured up. In respect of examinations we are as we were in the old-matriculation days. It must, however, be boldly stated and frankly admitted that the failure of the scheme was in no small measure due to the lack of a high degree of professional spirit among teachers. The scheme gave them an opportunity to show to the public that they could be trusted to maintain strict impartiality and reasonable standards and abstain from showing mercy to the incompetent. But for some reason or other the teachers were obliged to lose the opportunity for the fault of some. In this connection may be stated what the Right Hon'ble Mr. Sastri, one of the originators of the scheme, had said, some years ago, to an audience of Madras teachers. While deploring the failure of the scheme, he frankly told them that the scheme that sought to confer freedom and privilege on teachers had been made a failure and that he felt sure they would long for such a thing at a time when perhaps they might not get it.

5. (a) Now let me address myself to the question of suggesting remedies. Subjecting the whole group of schools to be strangled by printed papers is an abuse which every teacher worth the name should, in any event, attempt to prevent. *One way, and it appears to me the only way, in which this can be prevented is to entrust the teaching body of each High school with the power of examining and issuing certificates.* I am afraid the very suggestion of this may take away the breath of some. But there is nothing strange in it for it is found in practice in Western Countries. It must be recognised that teachers alone possess the requisite knowledge of pupils for certifying to their capacity and attainments.

I make bold to claim for teachers a sufficient degree of professional spirit to be able to maintain adequate standards and strict impartiality. Safeguards can however, be adopted to prevent any abuse. For instance the Government may associate its educational officers with the proceedings connected with the award of certificates as the state does in Germany. The American example may also be followed: "The American boys and girls are under no necessity to undergo a week or more of

matriculation papers. The American Universities give to approved schools the privilege of awarding certificates to pupils; the privilege of being retained on the list of approved schools is withdrawn if the subsequent record (carefully registered for the purpose) proves that the students have been improperly educated. Even in English Universities "degrees and diplomas awarded solely by the body of teachers (assisted by external examiners) are accepted both by Government and professional councils as equivalent to the tests which these corporations conduct on their own account."

(b) We may profit by a study of systems obtaining elsewhere. The exact method by which the Education Department may associate its officers with the teaching body of each school and of the selection of external examiners are matters of detail. If there is a sufficient indication on the part of teachers to accept the principle and an earnest desire to claim such recognition nothing is difficult to solve. The merit of this principle lies in the fact that the present dull uniformity will give place to variety and freedom. As for maintaining standards there need be absolutely no fear. Each school will be zealous of its own reputation. The fear that the pupils sent out of the school may be declared to have been improperly educated at it by the University, Government or the Public would put an effective check on any tendency to show mercy to the incompetent. More than all, the school will attempt to impress its stamp on each pupil.

6. The third way suggested is by research into more scientific methods of examinations. For some years past, in Western Countries, Intelligence testing and the I. Q. have been bringing about important changes in philosophy and procedure. But we, here, have all along remained unaffected. It is high time that we bestirred ourselves to know what those new methods are and how they may help us. Even critics admit that they promise to help us to discover what continuance in school actually does for the achievements and social attitudes of pupils.

UNION APPEAL

An Appeal to Graduate-Teachers.

Graduate teachers might have read the notice of the Registrar of the Madras University about the 30th of September 1932 being the last date for registration of graduates so as to enable them to take part in the coming election to the Senate from the constituency of registered graduates.

It is unnecessary for us to emphasise upon the need for all registerable teachers getting registered before the time fixed and thus getting themselves qualified to exercise their franchise. It is true that among the 30 representatives of the registered graduates many teachers manage to get in; but it would not be correct to say that they get in mainly through the support of their teacher friends.

Only in the last election held towards the end of 1929, the teachers were somewhat organised; on the two previous occasions that is in 1923 and 1926 there was no organised attempt on the part of teachers to post their resources and put up their own candidates.

The importance of teachers on the Senate (excluding the Principals of Colleges who are members ex-officio) cannot be overemphasised. It is owing to the untiring and united efforts of these teachers that substantial concessions have been secured for the teachers i.e., the concession to appear for higher University examinations without undergoing instruction in college etc. Readers who have carefully followed the proceedings of the Senate would have also noticed that these few teachers have sometimes to champion lost causes against powerful odds. The power of this small section to do good to education in general and to teachers in particular would be considerably enhanced if there be more to

It is therefore proposed that the S. I. T. U. should take up the question of conducting the election campaign in an organised way. The District Guilds which are the constituent bodies would be given the fullest opportunity in sharing with the Head office of the S. I. T. U. all the privileges (if any) and all duties which are many and onerous, in successfully conducting the campaign. What they have to do is this: (1) To have an up-to-date list of graduate teachers in the district who have registered themselves with their latest and correct addresses; (2) To make out a list of registerable graduate teachers and see that they register themselves well in time; (3) To popularise among the non-teaching graduates the idea of the necessity to send teachers of recognised standing and past service as their accredited representatives to the Senate; (4) To see that every vote is

All cry down examination but the enalted

registered in favour of candidates put up by the S. I. T. U. and to take all steps to see that those candidates are returned to the Senate.

The Working Committee of the S. I. T. U. will take steps, in consultation with the constituent guilds, in the matter of drawing up the list of candidates to be put up and every opportunity would be given to all deserving candidates. It is fully hoped that teachers will recognise the significance of the franchise and excercise it in the most useful manner.

GLEANINGS.

EXAMINATION

(Report on Examinations prepared by the Education Committee of the Educational Workers' League, London).

A striking feature of the system of public education in England to-day is the part played by examinations. Examinations are of two main types There are first internal examinations, that is, examinations set by the teachers of the school and designed to test the actual progress of the individual pupil, the class, or the school as a whole. If they are set by the actual teachers and are not designed to impress a headmaster or other controlling person or body these may well have a certain restricted use. They are, or should be, really of the nature of self-criticism of the work of the teacher They reveal unexpected weaknesses, misunderstandings, imperfect assimilation of matter or insufficient development of skill in certain directions. A careful teacher will, however, recognise their many defects which are largely those attending any type of examination and which we shall have occasion to discuss at a later stage. Their frequent and regular use may easily lead to a fetish worship and have very evil effects The more practical the work becomes the less the excuse for these.

It is usual to centre discussions on examinations around what are called external examinations, that is examinations by some body external to the school and common to several schools. In the English system of education these fall into three main classes 1. an examination designed to select children for post primary education in secondary or central schools; 2. an examination designed to test the standard of attainment at the end of the ordinary 4 or 5 years' secondary course; 3 an examination designed to test the ability to follow a certain career. The first is usually called the scholarship examination, the second is the school certificate, the third usually takes the form of the matriculation examination of some university. In actual practice numbers two and three are the same examinations and secondary schools strive to make their pupils reach the higher standard of the matriculation examination.

The two aims, however, are really distinct and there is a strong desire among many secondary teachers to separate the two examinations In addition there is another examination called the higher school certificate designed for pupils who have stayed two years longer than the ordinary secondary course and have passed at least the school certificate.

The result of the internal examination system is curious. It must be noticed that in the first place the passing of each of these examinations has a distinct economic value for the individual pupil The scholarship gives the child a chance of being prepared to enter the lower ranks of the petty bourgeoisie. The school certificate gives him an advantage over his competitors in securing such a position and especially of becoming a black-coated worker, usually a clerk. The matriculation gives him a chance of training to become a pro-fessional worker if his parents are themselves petty bourgeoisie or middle class, otherwise it gives him a still greater advantage in the struggle to become a clerk. The higher school certificate facilitates his entry into a university where he can undergo a course of training to become a teacher, doctor, lawyer, architect, etc, or it gives him a much greater chance of securing a more responsible position as a clerical worker.

These economic advantages to the pupils have not only strengthened the power of the examination system but have led to its extension to the central schools. Originally designed to provide a cheap substitute for secondary education for the lower strata for the petty bourgeoisie and for the working class the extension of these schools was somewhat rapid in the years following the Great War before the device was hit on of dividing the elementary school itself into two sections If the pupils of these can pass the school certificate they can secure some of the economic advantages already mentioned Moreover, both administrators and head teachers feel that the status of the school has been raised.

Hence, teachers working with larger classes, with shorter time under inferior conditions and with lower pay, are in many central schools carrying out the same examination cramming as those in secondary schools.

It is a distinct advantage to the teachers of all schools to secure a good percentage of passes. Both the education committees and the general public are apt to judge a school by the number of successes in examinations Very often the chance of promotion of an elementary head-teacher depends upon his "efficiency" which is judged in this way. Similarly a secondary head-teacher with "good examination results" has a better chance of securing increments to his salary, where,

as is often the case there is no regular scale, and he has certainly a better chance of passing to a more highly paid school. These considerations inevitably influence head-teachers in their relations with their staffs. Those teachers who have to do with the higher classes in both elementary and secondary schools are thus under constant pressure to achieve examination results. Failing these, their position is likely to be precarious. Indeed bad examination results form a convenient excuse for getting rid of a teacher who is personally disliked by a head-teacher or whose views on politics or religion or both, are not in accord with official views. A further result is that the whole work of the school, especially of the secondary school, is influenced by considerations of the examination which determines the syllabus, the allocation of time and even the methods of teaching. This has reached its greatest height in the secondary school where the upper forms are endeavouring to be fit for this preparation. The pressure on the children that the teachers thus apply is reinforced by the pressure of the more realistic and ambitious parents who understand the economic advantages for their children of passing these various examinations.

A result which must be reckoned with in all attempts at change is that there is now a large vested interest to maintain the whole system.

The universities themselves obtain large sums by the entrance fees that are paid for the pupils from secondary schools There is a small army of examiners who are themselves mainly university or secondary teachers. There are also the writers of books specially written for cramming for examinations. Rumour has it that when special editions are prescribed for study in English and other languages the choice is not entirely unbiased.

The result of the system as far as the schools are concerned may be summed up by saying that secondary schools in the main make little direct attempt to educate their pupils. The children are being trained to pass an examination; they may possibly achieve a certain amount of education by the way. Though the position is not quite the same in the elementary schools where large classes and the consequent methods of mass production militate against it the tendency is nevertheless strongly in the same direction.

Another interesting feature of the whole examination system is the dominant position occupied by the universities. In England and Wales the school certificate examination is held by eight different bodies All but one of these are university bodies. And the one exception—the Welsh Intermediate Board—is dominated by the same type of individuals and ideas as the rest. As a result the ideas and demands of the universities dominate the secondary school. Now the scholarship examination sets out to determine the "fitness" of certain children to enter the secondary schools. This implies fitness to be prepared to pass the school certificate examination. Hence we have here also the indirect but powerful influence of the university. The whole system resembles, in fact, a kind of pyramid with the universities at the apex and with their influence widening down to the secondary schools and then broadening still further to the elementary schools.

This domination by the universities is most important, and it gives us a clue to part of the inner significance of the whole system. It will be advisable briefly to summarise the characteristics of these institutions. Their whole tendency is towards respect for what is traditional socially and therefore politically and idealogically. The older universities of Oxford and Cambridge are in the most esteem and they are essentially custodians of the governing class spirit and of traditional learning which in effect means the continuation of bourgeoisie culture. The modern universities are more directly under the influence of industrial or financial capital which very largely maintains them. Consequently their tendency is even more directly capitalist than that of the older universities which still retain something of the old aristocratic landowning class attitude. Both types are, however dominated by a governing class attitude. The power of the universities in setting the questions and in determining the syllabus of work for examinations is closely connected with their powerful influence in the training of teachers. Through these means they help to secure the domination of governing class ideas in the schools. Their influence and especially the respect paid to the learning of the older universities and its repetition in the more academic sections of the newer universities also very largely explain why English education has so much of the bookish and so little of the practical.

MURDERING THE ENGLISH LANGUAGE

The eternal war of youth and age has just taken a very amusing form at Columbia University The students launched a crusade against the professors for murdering the English language. "Verbal regicides", they called them, and on the bulletin boards of the university appeared appeals for volunteers to collect every atrocity of speech of which their learned instructors were guilty. The "Morning Spectator" (the daily paper of the

students) organised a detective service to take shorthand notes of the grammatical errors of the professors. These, published day after day, threatened to demoralize the faculty. A pedagogue dreamily discussing some recondite subject would make an unconscious slip of the tongue The next morning he would see it glaring at him in type. His lapse would be held up to the ridicules of all New York.

The campaign had one strikingly immediate effect, says the New York Correspondent of the London "News Chronicle" For the first time in the life of some of them, the professors found themselves enjoying the undivided attention of their classes Eager to pounce upon the slightest error, their hearers hung on every syllable. The uncanny silence of intense concentration descended upon the room

The "News Chronicle" correspondent graphically continues —This pitiless publicity was anguishing to the shy and nervous, and the University displayed the paradox of professors who wished their classes were not so attentive. They beamed upon the day-dreamer, and thought kindly of the lads with wandering minds whom previously they had scorned

On a number of occasions a professor, becoming suspicious of the rapt attention of some hawk-eyed youth with a note book, would demand that he should withdraw On the youth refusing, the professor would abandon his lecture.

As every newspaper reporter knows, most public speakers could be made to appear ridiculous by the simple process of reporting them strictly verbatim It is just this truth that the Columbia men have been applying with the relentless cruelty of youth.

Some of the atrocities collected by the students are startling. One of the English instructors, for example was reported as replying to a freshman's question with this jewel of style: "I think you are positive of something that ain't so".

Another savant, reputed to be master of twenty languages, was quoted as habitually saying "woids" for words, "foist" for first, "thoid" for third, "univoisal" for universal, "yeah" for yes, "raddio" for radio, and "woiks" for works. In his defence it was pleaded that after all he came from Brooklyn.

Not even the august head of Dr. Nicholas Murray Butler, president of Columbia, and friend of half the world's potentates, was spared. It seems he mangled grammar in this sentence; "Save the ancient Roman Empire and Great Britan, no people in history has ever been so closely inter-twined with the whole civilised world as are the American people to-day."

Dr Butler was told crisply he should have used "is" instead of "are" and have inserted "other" between "no" and "people"

When the professors recovered their breath from the first onslaught of the young grammarians, they launched a counter-attack. Dr. Vizetelly, the lexicographer, came galloping to the aid of the hard pressed Dr. Butler. The students had written; "There is no doubt but that some frightful agency should be brought to bear on those of Columbia's professors who slay the English language with regularity" Dr. Vizetelly seized on the phrase "there is no doubt but that" as thoroughly objectionable asserting it was often erroneously used "by people who believe themselves better perfect in grammar and Lexicographical Law"

Dr. George Oddell the professor of literature, chastised the students for daring to criticise the use of "people that" instead of "people who." Ponderously he declared; "It is perfectly correct in a clause of close connection."

The students had made merry over those professors who at the end of their lectures habitually said; "If anybody has any questions to ask they should ask them now" To this Dr. Oddell retorted; "Only the most finicky Englishman would think of saying, "If anyone has any questions to ask he should ask them now." It's all a matter of usage

Professor Mark Van Doren, an advocate of toleration in this struggle, considers that young men are always more conservative in the use of language than their seniors, and often are sticklers for correctness when common usage has changed. He points out that some experts even sanction the use of "it's me."

Meanwhile the incensed professors are busily collecting mutilations of grammar and distortions of speech by the young. They should make good reading.—*(Reproduced from the Punjab Educational Journal)*.

FROM OUR ASSOCIATIONS

TRICHINOPOLY DISTRICT TEACHERS' GUILD

The Annual Conference of the Guild was held at 11 a m, on the 12th March, 1932, in the National College, with Mr. V Saranatha Iyengar, M.A, President of the Guild, in the chair. Over 200 members attended the conference from all parts of the District.

Mr. Y. Vythianatha Iyer, Secretary National College High School Teachers' Association, welcomed the delegates in a brief speech.

The President, in the Course of his address, said that the teachers should keep all sides of each problem vividly before them They should set much value on intellectual detachment, and try to reconcile the practical view of things with the intellectual view. Though there may be something wrong in the scheme of things, with parental control, with school control, with the disposition of their young men, with their economic environment, they should keep to their main task of intellectual work. If their pupils did not do very well, they should try to do very well, to keep their armour bright and hold up the banner of enlightenment, and go on with their work in spite of discouragement. In this country more than in any other, good results would flow from their spiritual resources rather than from organisation, association or agitation He did not, however, ignore the material side, he would exhort the teachers to agitate to have the means of a decent and comfortable personal life, to be able to travel a little in the vacation, to buy books which they wanted, to be able to dress cleanly if not well, to be able to hold their head high in the midst of successful men in other professions. Teachers' organisations should put before everything else the fundamental task of the teachers self-improvement. Where there is no good library, the Teachers' Guild should collect a good library; where there is no club, the Guild should start one. A Teacher's Association, strong enough by its own power to serve, will become a centre of progress, it may take charge of popular education in the neighbourhood, of local sanitation, and such other items of voluntary, unostentatious public service.

It is essential for educated Indians to assimilate the best western methods in ordering their work in their professions and in public life We have to learn a good many lessons from the Christian Missionary organisations; but we should preserve a sense of proportion, and above all, the imaginative sympathy natural to us as sons of the soil.

Speaking on the subject of the S. S. L. C. course, Mr. Saranatha Iyengar, asked if they could not, by improving the personal technique of teaching, make the present scheme of subjects profitable in the best sense. He granted that school organisation and discipline, especially in regard to the promotion of pupils to the higher classes should be improved. Here again the public opinion of the school, the Headmaster and the Teachers' Association, working together disinterestedly, must come to their help.

Given better conditions in these respects, could they not get on with the present S. S. L. C. course for some years instead of trying to change it again? The essentials of a High School curriculam were there in a fairly suitable arrangement. "I must defer to the body of earnest teachers who know where the shoe pinches," he concluded, "but I would ask the question all the same: Why change so soon?"

Mr. M. M. Balakrishna Iyer, Joint Secretary of the Guild, presented the report for 1931-'32. The Guild has 45 members on its rolls, and is composed of 19 affiliated Associations. Only three Elementary Teachers' Associations are at present affiliated to the Guild, and there is ample scope for further expansion in this direction. The organisation of the Education Week with lectures on all the six days at different centres of the District, and an Educational Exhibition with awards of certificates and medals, constitutes a land-mark in the activities of the Guild The report drew attention to the fact that, whereas the Madras Teachers' Guild with a strength of 500 members pays only Rs. 15 to the S. I. T. U., the Trichy District Teachers' Guild with about 450 members pays Rs. 38 which is certainly a heavy demand on the slender finances of the Guild.

After the adoption of the Annual Report Mr. M. C. Rajagopala Naidu initiated a discussion on the S. S L C scheme. In his opinion, the question of revision had come up rather too soon. Every year about 22,000 sat for the S S. L. C. Examination, and about 5,000 were detained by the authorities of the schools, so that, in all, about 27,000 were under instruction in the VI Form Of these, only 7,000 were declared eligible for admission in the University. Assuming that about 4,000 entered colleges, 23,000 students had no chance of receiving higher education. The

S. S. L. C. Board have to consider the future of the large body of pupils who drop off with the School Final. The abolition of the 'C group' would do away with the commercial subjects which are very useful to the majority of pupils who do not enter colleges. He therefore moved a resolution *that the 'C group' should be retained, and that the number of subjects for the Public Examination should stand as at present.* After a lengthy discussion in which Rev. Fr. Arulnather, S J, Messrs M. M. Balakrishna Iyer, M S. Natesa Iyer, and others took part, the resolution was carried

The conference then adjourned for lunch at 2-15 p.m.

Reassembling after lunch, the conference adopted the following resolutions:—

1. The Guild places on record its appreciation of the valuable services rendered by the retiring Secretary, Mr. M. M. Balakrishna Iyer, an earnest organiser and determined fighter in the cause of the teaching profession

2. The Guild resolves that local Education Committees be formed under the auspices, and the guidance of the District Teachers' Guild to promote mass education in rural areas, and appoints a committee consisting of Messrs. V. Saranatha Iyengar, (President), S. K. Devasikamani, G. Krishnaswami Iyer, M S. Sundram and G. Varadachariar (Secretary and Convener), to suggest ways and means of carrying the resolution into effect

3 The Guild views with alarm and regret the recommendations of the Lindsay Commission regarding the removal of the Bishop Heber College, Trichinopoly, to Tambaram, and strongly protests against the proposal as injurious not only to the prestige of the college, but also to the cause of education in South India.

4. The Guild appoints a committee consisting of the President, the Vice-presidents, Rev. Fr. Arulnather, S. J., Messrs. A. Rama Iyer, M. S. Sundram, G. Krishnaswami Iyer, P. S. Ganesa Sastriar, S. Rengaswami Iyengar and S. T. Ramanuja Iyengar (Convener), to draft a reply to the Director of Public Instruction regarding the questionnaire on the S S. L. C. scheme.

5. The Guild resolves to request the S. I. T. U. to address the Government to reserve at least one seat in every District Educational Council for a representative of the Teachers' Guild of that district, whose presentation of the teachers' view, as distinguished from the managers' view, may receive proper consideration at meetings of the District Educational Council.

6. The Guild requests the Secretary of the Vernacularisation Committee to expedite the publication of Vernacular technical terms in Mathematics, Science, Geography and other non-language subjects.

Mr. A. Rama Iyer, M A., delivered a very instructive lecture on the 'Improvement of English Teaching in Schools' He emphasized that if English teaching is really to improve, English must cease to be the medium of instruction and examination It must be taught as a language only, and that too, after a good grounding has been secured in the Vernacular, and a fair stock of ideas has been obtained by the pupils The lecturer advocated a judicious blending of the direct method and the translation method, and pointed out that composition should be taught in a practical manner from the earliest stages, as the power of effective expression is the very aim of our study. Grammar is, after all, only a means to an end, and beginners should be taught applied Grammar rather than pure Grammar Teachers should never regard poetry as a basis for grammatical exercises, but learn to prize it for its emotional value The lecturer recommended to the teachers Dr West's admirable Readers and even more admirable composition books based on the Readers He concluded his speech with an earnest appeal to the audience to inculcate at an early stage a taste for general reading in their students, and foster it in all possible ways, especially by giving them good library facilities.

The following office-bearers were elected for the year 1932—1933:—

President.—M R. Ry V. Saranatha Iyengar Avl., M A

Vice-presidents.—(1) M. R Ry. M. C. Rajagopala Naidu Avl., B.A., L.T.; (2) M.R.Ry. S. K Devasikamani Avl, B A, L.T.

Joint Secretaries.—(1) M. R. Ry. G. Varadachariar Avl, M.A.; (2) M. R. Ry. T. S. Anantanarayana Iyer Avl, B A., L.T

Guild Representative on the S. I. T. U.—M.R.Ry. S. T. Ramanuja Iyengar Avl., B.A, L.T.

With a few remarks from the President and the usual vote of thanks, the Conference came to a close.

G. VARADACHARI,
9th April 1932. *Joint Secretary.*

POLLACHI ELEMENTARY TEACHERS' GUILD

Conference at Kottur.

The first Pollachi Teachers' Guild was held on Sunday the 3rd instant in the Board Elementary School buildings at Kottur under the presidency of Mr. R. Rajagopal Rao of Pollachi. Almost all

the Elementary teachers in the taluk were present. After the adoption of report and the drafted rules of the guild presented by the Secretary, resolutions were then adopted thanking the Pollachi Taluk Board wholeheartedly for having recognised their guild officially, requesting Educational authorities to exempt their children from paying school fees in prosecution of higher studies; to exempt teachers who have put in more than ten years' service in any recognised schools from undergoing training and to issue certificates according to the general qualifications and also to extend Provident Fund facilities, imploring Government to accord sanction in matter of sending a representative to the District Educational Council, requesting Board not to curtail their present salaries as they have been devoid of annual increments for the past three years and requesting South Indian Teachers' Union Editorial Board to devote space for the publication of Elementary Teachers' Guild's activities.

The Chairman in his concluding remarks exhorted teachers to organise themselves into a union to make their position strong and to agitate constitutionally to achieve their desired effect through such officially recognised guilds.

With a vote of thanks proposed to the chair and distribution of pan supari, the meeting came to a successful close at 7 p.m.

EAST GODAVARY TEACHERS' ASSOCIATION.

The 9th Session of the East Godavary District Teachers' Conference was held at Rajahmundry on the 9th April in the Veeresalingam High School Hall under the Presidentship of Mr. J. Ganganna, B.A., L.T, President of the Association. The following resolutions were adopted by the conference:—

1. Resolved that the name of the East Godavary District Secondary School Teachers' Association be changed to "The East Godavary District Teachers' Association" and that the membership of the Association be extended to Lecturers and Professors in Colleges and to teachers in the Training Schools

2. (a) Resolved to affiliate the East Godavary District Teachers' Association to the Andhra Provincial Teachers' Federation and (b) that for that purpose the Secretary be authorised to collect subscriptions from the members of the Association.

3 This conference requests the Director of Public Instruction to waive the age limit in the case of those teachers seeking admission into the B Ed., class of the Government Training College, Rajahmundry, who have already undergone a course of training in the Secondary Grade.

4. This conference requests the Andhra University authorities to renew the admission to the B. Ed., degree Examination privately of teachers who have once undergone a lower grade of training, especially in view of the fact that admission to candidates of age 35 and above is refused by the Training College.

5 This conference is of opinion that the revised Travelling Allowance Rules issued by the Secretary of the S. S. L. C. Board are not in keeping with the dignity of S. S. L C Examiners and strongly urges the necessity of allowing Inter-class fare as the minimum Travelling Allowance to S S L C Examiners

6. This conference, while approving generally of the changes suggested by the Andhra University Sub-committee and the Andhra Teachers' Federation at its Bezwada meeting on the S. S. L. C. syllabus, is strongly of opinion that the same should be lightened particularly in the case of History, Georgraphy and Elementary Science and that, in the future, syllabuses in the several subjects must be well-defined and conform to the fundamental principles governing the inclusion of the various subjects in the curriculum

7 This conference requests the S. S. L .C. Board to include Hindi as a Second Language subject under group A of the S S. L. C scheme

8. This conference authorises the Executive Committee of the East Godavary District Teachers' Association to enquire into the grievances of the teachers employed in schools under the management of Local Boards and Municipalities and to report to the next annual session of the conference

The following office-bearers were elected for the coming year.—

President—Mr. J. Ganganna, B.A, L.T., Headmaster, Veerasalingam High School.

Vice-President.—Mr. P. Sri Ramamurty, B A, L.T., Headmaster, V.G. High School, Kirlampudi

Secretary.—Mr. C. V. Hanumantha Rao, M.A., B.Ed., Board High School, Samalkota.

S. I. T. U. PROTECTION FUND

LIST OF MEMBERS, (Contd.).

770 Mr. Narasimha Sastry, Headmaster, Board Elementary School, Ingur, Erode Taluk.

771 „ K. Ramaswamy Sastri, Sanskrit Pandit, Board High School, Erode.

706 „ G. S. Srikantan, Headmaster, Board Elementary School, Athani, Gobi Taluk.

772. „ V. Subbaraman, Asst., Mahajana High School, Erode

773. „ D. S. Samuel, Asst., Mahajana High School, Erode.

774. „ Mr. S. T Manikkam Pillai, Asst, Mahajana High School, Erode.

775. „ A. Abdul Ghani, Physical Training Instructor, Mahajana High School, Erode.

776. „ N. Ramachandra Iyer, Asst., N. S. M. V. High School, Devakotta.

777. „ T. P. Satagopan, Clerk, Mahajana High School, Erode

778 „ M S Perinbamani, Asst, Municipal High School, Karur

779 „ Samuel Phillip, Physical Training Instructor, L. M W High School, Bellary.

780 „ M. Sitaramiah, Asst., Board High School, Chittoor.
Bodinayakanur.

781 „ T S. Dandeswaram Pillai, Tamil Pandit, Victoria Memorial High School,

782 „ K. R Ramaswami Iyer, Asst, Board High School, Erode.

783 „ K Monsingh, Asst, Bishop Heber College High Schaal, Trichinopoly.

784 „ V. Venkataramier, Asst, Municipal High School, Villupuram.

785 „ F. M Theobald, Asst., St. Bede s E H. School, Mylapore, Madras.

786 „ M K Venkatraman, Lecturer, National College, Trichinopoly.

698. „ R Messiah Doss, Asst, St Columba's High School, Chingleput.

703. „ M. Edward Swamidas, Asst, St. Columba's High School, Chingleput.

787. „ K S. Krishnaswami Iyengar, Manual Training Instructor, Municipal High School, Karur.

788 „ B Muthuswami Chetty, Asst., Board High School, Dharapuram.

789 „ N K. Sundaram, Asst, Zamindar's High School, Katuputhur

790 „ S Natesa Iyer, Headmaster, Board High School, Wandiwash

791 „ R. N Ganapathi Iyer, Physical Training Instructor, Board High School, Namakkal..

792 „ T. S Ramaswami Iyer, Asst, Municipal Ele, School, Tirupur.

793 „ B. Raghavendra Rao, Asst., Municipal High School, Trichinopoly.

794 „ M. S. Anantharaman, Asst, Municipal High School, Tirupur.

795 „ U. K Doriswamy Pillai, I Asst, Board High School, Erode

796 „ R. Ganapathisubramanian, Asst, Board High School, Erode.

797 „ K R. Subramanian, Asst, Board High School, Erode

798 „ S Raju, Clerk, Mahajana High School, Erode.

799 „ G Masilamony, Headmaster, L. M. School, Erode

800 „ S. Ramachandran, Headmaster, Bd Ele. School, Cheenapuram.

801 „ K. Perumal Pillai, Asst, Municipal Town Ele. School, Erode.

802 „ N. C. Muhammad Khasim, Asst., Municipal Town Ele School, Erode..

803 „ M. K. Murugesan, Asst, Municipal Town Ele School, Erode

804 „ T. S. Narayana Iyer, Tam. Pandit, Municipal High School, Tiruppur.

805 „ N. R. Krishnaswami Iyer, Asst, Municipal High School, Tiruppur

806 „ C Jambulinga Mudaliar, Teacher, San Thome H. School, Mylapore, Madras.

807 „ R. Thomas Devanesan, Asst, Danish Mission High School, Tiruvannamalai.

808 „ A. Arunachala Iyer, Asst., Indian Higher Ele. School, Golden-Rock.

809 „ P T. Ramaswami Iyengar, Asst, Indian Higher Ele. School, Golden-Rock.

810 „ T. R. Subramania Sastry, Sans Pandit, D. M. H. School, Tiruvannamalai.

811 „ E. N Seshadri, Teacher, Board High School, Erode.

812 „ A. K. Seshadri Sarma, Tam. Pandit, Board High School, Erode.

813 „ R. Madhava Rao, Asst, Board High School, Erode.

814 „ S. Joseph Thambayya, Asst, Board High School, Erode.

815 „ S. K. Kuppusamy, Asst., Board High School, Erode

816 Mr. V. Kumaraswami Iyer, Asst., Sourashtra High School, Madura.
817 „ R. Rama Iyengar, Tam. Pandit, Sourashtra High School, Madura.
818 „ N. S. Annadurai Iyengar, Asst., Sourashtra High School, Madura.
819 „ S. Sitaraman, Asst., Municipal High School, Gudiyattam (N. Arcot.)
820 „ M. S. Ramachandra Iyer, Ag. Headmaster, Municipal High School, Gudiyattam, (N. Arcot.)
821 „ V. S. Natesa Iyer, Asst., Municipal High School, Gudiyattam, (N. Arcot.)
822 „ A. Krishnan, 2nd Asst., Municipal High School, Gudiyattam, (N. Arcot.)
823 „ T. V. Kothandaraman, Asst., Board High School, Namakkal.
824 „ N. Venkataraman, Asst., Board High School, Namakkal.
825 „ R. Nanjaya Pillai, Physical Trg. Instructor, Board High School, Namakkal.
826 „ A. Thanikachalam Pillai, Asst., Bd. Ele. School, Ingur (Erode Taluk.)
827 „ K. Subramanian, Clerk, Board High School, Erode.
828 „ N. K. Narayanan, Board Higher Ele. School, Ayyampalayam, (Coimbatore Dt.).
829 „ S. Arunachala Iyer, Asst., D. M. High School, Tiruvannamalai.
830 „ M. S. Ramanatha Sastry, Asst., T. T. V. High School, Madras.
831 „ K. N. Subramania Pillai, Asst., Edward VII C. School, Kalakad, (Tinnevelly Dt.).
832 „ K. S. Sankarama Iyer, Asst., Edward VII C. School, Kalakad, (Tinnevelly, Dt.)
833 „ S. Vaithy Iyer, Asst., Edward VII C. School, Kalakad, (Tinnevelly Dt.).
834 „ L. Krishna Iyer, I Asst., Edward VII C. School, Kalakad, (Tinnevelly Dt.).
835 „ P. S. Subbiah Iyer, Headmaster, Asst., Edward VII C. School, Kalakad, (Tinnevelly Dt.).
836 „ T. N. Subramanyan, Asst., Municipal High School, Tiruppur.
837 „ P. K. Venkataramana Iyer, Drawing-master, Municipal High School, Tiruppur.
838 „ K. R. Sankaran Iyer, Asst, Municipal High School, Tiruppur.
839 „ P. N. Srinivasa Iyer, Asst., Municipal High School, Tiruppur.
840 „ D. S. Devadoss Pillai, Asst., L. M. C. High School, Shiyali.
841 „ M. M. Vaidyanathan, Asst., E. R. High School, Trichinopoly.
842 „ T. G. Thiagaraja Iyer, Asst., National College School, Trichinopoly.

Triplicane, R. RAMAKRISHNAN,
10-4-32. *Hon. Secretary.*

NOTES

KINDERGARTEN CHILDREN'S CLUB.

Teachers' College Saidapet.

CLUB-DAY CELEBRATION.

The "Club-day" was celebrated with great eclat in the club grounds on Wednesday the 30th March 1932 at 4-30 p.m., with Mr. H. Champion, M.A., I.E.S., in the chair. A large gathering of visitors, lecturers, teachers and parents were present. The programme included songs by children and presentation of tournament shields and prizes to the winners in sports. The annual report was read by Mr. G. Krishnamachari, the Secretary. The President in his concluding remarks emphasised the importance of the club and suggested that other schools in the Presidency may form similar clubs. The function came to a close with a vote of thanks proposed by Miss Corrie Gordon and distribution of sweets to children.

THE MADRAS GEOGRAPHICAL ASSOCIATION.

Refresher Course in Geography. at Madura May 1932.

The course is intended primarily for secondary grade teachers handling the subject in the middle school classes and will be a full time one for six working days (excluding the Sunday that intervenes) from Wednesday, the 4th May to Tuesday, the 10th May 1932). There will be two sessions each day—the forenoon session from 10-30 a.m., to 1-0 p.m., and an afternoon session from 2 p.m. to 4-30 p.m. Besides lectures there will be practical work to be done by the teacher as well as demonstrations of the same by the lecturers and short excursions will be arranged in the neighbourhood to make field studies.

A certificate will be issued at the end of the course taking into account attendance, practical work, etc. A fee of Rs. 5 only will be charged for the entire course. Teachers intending to undergo the course should remit this amount to the Secretary, Madras Geographical Association, Gopalapuram, Cathedral, P.O., Madras along with their application so as to be received by the 25th April, 1932. Those who have already applied need only send in their fee, by the due date.

MINISTERS VISIT SCHOOLS

All the three Ministers with the Government of Madras, visited the Board High School Panruti early this month. The Teachers' Association of the school presented them with an address of welcome. The Hon'ble Mr. P. T. Rajan, in the course of his reply is reported to have advised the teachers not to rest content with what they have but to ask for more and progress further. Later the Hon'ble Ministers motored to Sithilingamadam where a new building for the Higher Elementary School was opened by the Hon'ble Mr. P.T. Rajan.

A HEADMASTER RETIRES.

Mr. G. Sarvothama Rao, Headmaster of the Municipal High School Cuddappa has retired after a long period of meritorious service. He is succeeded by Mr. Syed Ameerudin Joint Secretary of the S. I. T. U. and formerly headmaster, Municipal High School, Nandyal.

THE DEATH OF A GREAT PROFESSOR.

Mr. S. Arpudaswami Odayar, B.A., L.T., Retired Professor of the St. Joseph's College, Trichinopoly, died on the 9th April after a brief illness of about a month. He joined the St. Joseph's College, as a teacher in 1894. Later he was for some time Principal of the St. Joseph's High School, Cuddalore and then came back to the St. Joseph's and worked there till 1929. He was twice returned to the Madras Legislative Council. He was for three years the Secretary to the Education Minister. Lastly he was Secretary to the Catholic Educational Council.

A NEW SCHOOL BUILDING AT SALEM.

Mr. G. F. Foulkes, Zamindar of Salem, opened the new buildings for the Little Flower High School built at a cost of Rs 1,04,000. The school has now become a complete High School and is provided with extensive play-grounds. Provision is made for Manual training and Vocational training. The school is now under the management of Rev. Br. Corentine of the Brotherhood of St. Gabriels.

ANNIVERSARY CELEBRATION OF A CITY SCHOOL.

The forty-third anniversary of the Hindu Theological High School was celebrated on the 13th April. Mr. Justice Sundaram Chettiar, presided over the occasion. After reading the annual report, in which the Headmaster detailed the needs of the school, the chairman distributed the prizes. He congratulated the authorities of the school on their excellent record and progress. He then made a donation of Rs. 50 for the Dheena Bandhu Sangam, which feeds poor boys of the school.

ELEMENTARY TEACHERS IN CONFERENCE.

The 8th Session of the Ramnad District Elementary Teachers' Conference took place on the 9th inst., at Rettai A. R. Chettiar's Bangalow at Thiruvadanai near Thondi and Mr A. Rama Aiyer, M.A., of the National College Trichinopoly, presided.

Mr. S Minakshisundara Mudaliar, Headmaster, Rajah's High School, Sivaganga, delivered an interesting lecture on "Teacher and Modern Life."

MASTERS' ASSOCIATION, T. T V. SCHOOL, MADRAS.

The Annual meeting of this association was held on Monday the 18th April with Dewan Bahadur L. A. Govindaragava Aiyer in the chair. The report showed that the association was very active during the year. A number of addresses touching on professional and educational matters was delivered during the year The masters of the school are, it is seen from the report, taking keen interest in the Teachers' activities in the city The Association co-operated with the students in organising a general exhibition which was opened by Mr. R G. Grieve, the then director of Public Instruction. The President referred in his address to the need for organisation of such an association in every school and for the federation of all these associations into one association, say the Madras Teachers' Guild.

HEALTH NOTES

(Contributed by T. N S. R.)

WHAT SOCIAL WORK IS NOT

1 Social work does not signify social secretarial work, nor has it anything to do with the so-called "society world" Social workers are recruited from all walks of life. The teacher is perhaps one of the most effective social workers.

2. Social work is not the doling out of material relief by a "Lady Bountiful."

3. The Social worker is not a meddler, but a sincere investigator of special needs and formulator of some intelligent plan whereby the special needs can be met

4. The medical social worker does not concern himself directly with the physical care of the patient. The basis of his work there is the medical need of the patient but the service rendered is social treatment.

5. The social worker has not panacea; when a problem arises he uses every known resource to solve it but does not *always* realise his hopes for the individual or group in need. He does not work alone; but engages in team-work.

6. Again the efforts of social workers are not limited to case work. Through service to the individual and the group, they become congnizant of existing unsatisfactory social conditions and bring these before the public for remedy

7 Social work is not and can never be divorced from spirituality. The very foundations of social service rest upon man's need for expressing his religion.—*(American Journal of Public Health, Aug 31st.)*.

DENTAL DECAY AND SCHOOL WORK.

A study of over 19,000 Elementary school children in Ragdeburg, Germany, revealed that there was a definite relation between dental troubles and poor school work It was found that dental decay as defined was 11 5 per cent those frequent amongst the detained children than among those who were regularly promoted. Over 50 per cent of the detained children with dental decay came from the poorer families, Eg Low paid clerks, Labourers, and widows without means.—*(GeSundhaits fur Sorge. F. d. Kindesaeta—Berlin.)*

EDUCATIONAL NEWS BULLETIN

[Issued under the auspices of the All-India Federation of Teachers' Associations, by the Association of the Editors of Educational Journals in India, 41, Singarachari Street, Triplicane, Madras.]

No. 4.] [April 1932.

PUNJAB.

The Punjab Government have enhanced the fees for the several departmental examinations, Vernacular final, Junior and Senior Vernacular certificate examinations for men teachers, Junior and Senior Anglo-Vernacular certificate examinations.

The Headmasters' association, Ludhiana, is reported to have passed a resolution against the order of the Ministry of Education, according to which Government "college and High School scholarships" will be tenable only in Government and Board Colleges and Schools provided, there are such institutions in the town in which the scholarship winners reside, or as near their homes as any recognised institution under private management.

BOMBAY.

The Khandesh Secondary Teachers' Association held its Annual Conference at Jahagaon in February last, when Prof V. B. Naik of Poona presided. This is one of the few district associations that have been holding its meetings regularly every year and doing useful work.

Dr. R. P. Paranjpye gave about 3000 volumes from his private library, to the Fergusson College of which he was the Principal from 1902 to 1920.

Some of the schools in this presidency are getting due for their centenary celebrations. The Beyron Smith High School, Belgaum, celebrated the completion of the hundredth year of its existence in February last. The Wilson College, Bombay, had its celebrations on the 29th of March. It may be noted that both of them are missionary institutions. In this presidency it was the christian missions who first entered the field of education even before Government thought of doing it.

The Indian Mathematical Society also had its jubilee celebrations on the 26th March. The society had its origin in the enthusiasm evoked all over the country when Mr. R. P. Paranjpye returned to India as the first senior wrangler and it was most fitting that he should have presided on the occasion of the jubilee celebrations of the society. This society forms one of the ties that bring together Madras and Bombay. The Secretary of the society and his office are in Madras and the society journal is published in Madras. The library of the society is housed at the Fergusson College, Poona, and the members of the society are mostly from the two presidencies.

The Shivaji Memorial Society is contemplating conducting in Poona, a preparatory school for training cadets for the military career. It is expected that work will start in June.

Since July last when a student of the Fergusson College, Poona, made an attempt on the life of Sir. E. Hotson, the then Governor of the Presidency, heavy clouds had surrounded the college and it was at one time rumoured that Government would force unwelcome conditions on the society. The annual grants of the Fergusson College and other institutions of the Deccan Education Society were withheld and it

was feared that whatever be the result of the fight anticipated, the college and other institutions would have to face a difficult situation next year. About the 15th of March however Government gave up all the major points under dispute but insisted that the college should reduce down its number to 1200. This the college authorities readily accepted and the clouds have since disappeared.

BENGAL.

1. The Special Committee appointed by the Senate of the Calcutta University to report on the Provision of the Matriculation Syllabus has submitted its report. It has recommended for the Matriculation Examination seven compulsory subjects viz. English (two papers), Classical Language (one paper), Vernacular (two papers), Mathematics (one paper), History (one paper), Geography (one paper), Elementary Science (one paper) and at least one and not more than two optional subjects out of a group of more than half a dozen subjects including Biology, Indian administration etc. The committee has also recommended the Vernacular as the medium of instruction and examination in all subjects except English. The report will shortly come up before the Senate for discussion.

2. The two years' term of the Arbitration Board to hear appeals from the aggrieved teachers of non-government High School of Bengal came to an end in December last. The Board was reconstituted in January last. The Government of Bengal has recently given its sanction to the new Board. It is doing very useful work in correcting the injustice done to the teachers of privately managed schools by the Managing Committees.

3. Mr. H. E Stapleton, the Director of Public Instruction, Bengal, on long leave will return from Home in the middle of April and take over charge from Mr. J. M. Bottomley, the acting Director of Public Instruction. The latter will go on leave for a year.

The All-Bengal Teachers' Association will start a Physical Training Centre for teachers at Rajshahi (North Bengal). A five weeks' training, both theoretical and practical, will be given free by competent qualified instructors. Mr. James Buchanan, the Director of Physical Education, Government of Bengal has promised to co-operate in the work.

A resolution was moved in the Bengal Legislative Council by Mr. Syamaprasad Mookherjee, to deprovincialise the Government Colleges on the ground that they are far more costly and they no longer serve as models. The Minister of Education has promised to give serious consideration to the matter.

Female education is making rapid progress in the Province. The number of girl students in the last Matriculation Examination numbered more than 1000. There are 33 Girls' High Schools recognised by the University. Two Girls' Colleges managed by private bodies are being established in Calcutta.

UNITED PROVINCES.

Mr. A. H. Mackenzie who is the Director of Public Instruction, United Provinces, received on March 7th a deputation of the U. P. S. E. Association. He gave a sympathetic hearing to what the teachers of non-Government institutions had to say regarding cuts in salary and promised to make enquiries which should result in some relief to teachers in aided institutions.

By a recent departmental circular Headmasters of Vernacular Middle Schools have been given the right of selecting Text-books from the approved lists in the Departmental Curricula. Hitherto the choice lay with the Chairman of Education Committees and Deputy Inspectors of Schools.

The Board of High School and Inter. Education has resolved to allow music as an optional subject for the High School Examination.

MADRAS.

The Director of Public Instruction, Madras recently issued a circular to Headmasters of secondary schools and Secretaries of District Teachers' Guilds inviting their opinion on the following points regarding the remodelled S. S. L. C.,: (1) Should the optional be retained? (2) In how many subjects should the candidate be examined? (3) Is it necessary to include Algebra and Geometry in the present Elementary Mathematics syllabus? (4) Should there be any modification of the syllabuses in History and Geography and Elementary Science? (5) Should the B group be retained?

It is understood that replies have been received by the Commissioner for Government Examinations and that the department is considering them.

The 24th Provincial Educational Conference will be held at Madura on the 12th 13th and 14th May. Mr V. Saranatha Aiyangar, M.A., Principal, National College, Trichinopoly will preside. A refresher course for elementary teachers will be held under the auspices of the conference from the 9th May to the 14th May. It is interesting that in this regard the authorities of the conference have secured the co-operation of the department. There will also be a refresher course in Geography for secondary grade teachers.

At the last meeting of the Senate of the University of Madras, a decision to confer honorary doctorates on Mahamahopadyaya Swaminatha Aiyer, Sir Sankaran Nair, Sir J. H. Stone, Rev. E. M. Macphail, Sir R. Venkatrathnam Naidu, Sir P. S. Sivaswami Aiyer, The Rt. Hon'ble V. S. Srinivasa Sastry, Sir Akbar Hydari, Rev. Meston, Sir Raja Annamalai Chettiar, Sir C. V. Raman and Her Highness the senior Maharani of Travancore for valuable services rendered to the University or to education in general was taken.

In the adult Education Centre at Mannargudi, which owes its origin to the generosity of Rao Sahib S. V. Kanagasabai Pillay, a special fortnightly course of lectures and demonstrations in Tamil for adults in the locality will be conducted from the 21st April to 2nd May. The course shall comprise lectures on Religion, Civics, Rural Hygiene, Rural economics, study of Tamil, History, and outlines of Modern Science.

MYSORE.

All-India Ambulance Competitions, Lahore.

A Party of five Rovers (members of the St. John Ambulance Brigade, Boy Scout Headquarters), competed for General Haji Hafiz Obeidullah Khan Ambulance Challenge Shield held in February last and came out successful standing first among the successful teams. The party was presented with a shield costing about Rs. 1,200, cash of Rs. 100, and individual silver medals by His Excellency the Commander-in-Chief Sir Phillip Chetwode.

An Advanced Training Camp for Active Scoutmaster from all over the State will be held at Sri Ramadevara Katte in Hassan District in the latter part of May.

A Training Camp for Rover Scout Leaders will be held near Balehonnur in Kadur District from 27th April to 12th May 1932.

Bangalore, Kolar Shimoga and Mysore Districts are running Scoutmaster Training Camps during the Summer Holidays. Bangalore and Kolar Districts are holding Cubbers' Camp as well.

A Rally of Chicmaglur Scouts was held under the August presidentship of His Highness The Chief Scout on the 2nd March.

THE 24TH PROVINCIAL EDUCATIONAL CONFERENCE.

PROGRAMME.

Monday, 9th May to Saturday, 14th May

Refresher Course for Elementary School Teachers, in the Sethupathy High School, Madura.

IN THE AMERICAN COLLEGE BUILDINGS.

Wednesday, 11th May

8 a.m. Opening of the 3rd Geographical Conference.

2 p.m. Meeting of the Physical Directors and Instructors to form a Provincial Physical Education Association.

3 p.m. Meeting of the Working and Executive Committees of the S. I. T. U.

3 p.m. Geographical Conference—Papers and Discussion.

Thursday, 12th May

7-30 to 8-30 a.m. Geographical Conference-Papers.

9 a.m. Opening of *The 24th Provincial Educational Conference.*

11-30 a.m. Dinner

1 p.m. Opening of the 1st Physical Education Conference.

2 to 3-30 p.m. Subjects Committee Meeting.

3-30 p.m. Lunch.

4 to 5-30 p.m. Physical Education Conference-Papers and discussions.

4-30 p.m. to 6-30 p.m. Subjects Committee Meeting.

5-30 p.m. Excursion to Tirumal Naick's Palace, temple etc.

8 p.m. Magic lantern & Cinema shows.

Friday, 13th May

7-30 a.m. Excursion to Pasumalai

7-30 to 9-30 a.m. Geographical Conference.

8 a.m. to 10 a.m. Business Meeting of the S. I. T. U.

11 a.m. Dinner.

12 Noon. Provincial Educational Conference-Lectures and papers.

3 p.m. Lunch.

3-30 p.m. Provincial Educational Conference-Resolutions.

5-30 to 6-30 p.m. Physical Demonstration.

8-30 p.m. Entertainments.

Saturday, 14th May

7-30 to 9-30 a.m. Geographical Conference-Papers

8 a.m. to 10 a.m. Provincial Educational Conference-Resolutions.

11 a.m. Dinner.

12 Noon. Provincial Educational Conference-Resolutions.

3 p.m. Lunch.

4 p.m. Provincial Educational Conference-Papers and discussions.

5 p.m. Distribution of Prizes-President's Concluding Address, and Vote of thanks.

Sunday, 15th May

Excursion to Alagar Koil Usilampatty.

Delegates will be received at the Madura Railway Station by the volunteers from the 10th May and taken to the Hostel in the American College Buildings. They are requested to register their names before the 25th April so that arrangements may be made for their lodging and mess. Re. 1 will be charged for mess per day per member. Delegates will meet the expenses of their excursions. They will be supplied with a free copy of the 'Guide Book' giving information about the various places of interest in and around Madura.

Exhibits may kindly be sent to the Exhibition Secretary, from April 25 onwards. The S. I. Ry. grants concession in freight for exhibits sent to the Conference.

N.B.—Amendments, *if any, to the draft Resolutions appearing in the April number of the South Indian Teacher may be sent to the General Secretary not later than* 5th May, 1932.

Resolutions to be considered at the ensuing Provincial Educational Conference to be held in Madura on the 12th, 13th and 14th May, 1932.

I. S. S. L. C.

The Working Committee.

In view of the fact that the courses prescribed for the secondary stage should be sufficiently differentiated to meet the varied needs of pupils and also in view of the fact that it is necessary to retain the existing facilities for laboratory work and to use them to the best advantage, the committee recommends that the S. S. L. C., course be modified as follows for the present:—(1) That the subjects in the A group be retained. (2) That the optional group C be deleted. (3) That the B group should comprise the following subjects: (a) Manual training; (b) drawing; (c) commercial subjects; (d) geometry and algebra; (e) physics; (f) chemistry and (g) domestic science, (for girls) and that it should be made obligatory on every pupil to undergo a course in any one of the subjects included in this group.

4. That adequate provision be made in the time-table for physical training and for Religious and moral instruction.

5. That the public examination at the end of the school course be restricted to A group subjects.

6. That the school record of each pupil for the 4, 5 and 6th forms in regard to subjects included in the courses be contained in the certificate and that in addition to eligibility fixed by the University the school record in the B group subject be also taken into consideration for admission to University classes.

R. C. Town High School, Chidambaram.

(*a*) That the subjects of the S. S. L. C., public examination shall consist of five subjects of the present A group and a sixth, an optional subject of commercial, technical or vocational character.

(*b*) That the examination syllabus of the first five subjects should be lightened and reduced to the matter that can be taught in V and VI forms.

(*c*) That the sixth subject shall be taught in V and VI forms.

(*d*) That physical training shall be compulsory for all and that Manual training and drawing be compulsory for IV form.

(*e*) That the hours of examination per day shall not exceed 4½ hours.

National College High School Teachers' Association, Trichy.

This conference requests the S. S. L. C., Board:—(i) To abolish the C group. (ii) To remove Animal Life from Elementary Science. (iii) To substitute Indian History and Civics for English History and Indian History, as the present syllabus is very heavy.

Teachers' Association, High School, Pattamadai.

In Sanskrit of the Revised S. S. L. C. scheme the questions in Sanskrit translation be restricted to exercises from Sanskrit to English and not from English to Sanskrit also.

II. CHIEF SUPERINTENDENTSHIP.

Working Committee.

This conference urges upon the Government the deletion of the clause in the M.E.R. compelling Headmasters to be chief Superintendents for the S. S. L. C. public examination, since the inclusion of such a clause is derogatory to the dignity of the teaching profession.

III. ELEMENTARY EDUCATION.

Teachers' Association, Kadambur.

1. That this meeting is of emphatic opinion that the recently amended Elementary Education Act is defective, disappointing and reactionary in important particulars and it accordingly urges on the Education Ministry the need for an early revision of the same to the end that free and compulsory education be provided for all children of school-going age, at an early date.

2. That in any scheme of reorganisation of the machinery of Elementary Education the interests of the Elementary Teacher, as a teacher, be represented adequately and safeguarded, wherever possible by election in all administrative and Legislative Bodies Local, Municipal or other, charged with the duty of carrying on Educational Activity of any type.

3. This meeting requests the Government to compel all managers of Elementary Schools to pay the teacher a salary at least equal to the sum drawn as Government grant from them.

4. That this meeting requests the Government to revise the Grant-in-Aid Code and enhance the grant for teachers in Elementary Schools.

IV. TEACHERS AND THEIR NEEDS.

S. M. S. Vidyasala, Karaikudi.

1. This conference earnestly requests the University authorities to permit graduate teachers in recognised schools to appear as private candidates for the M.A. or the B.A. Hons. degree examinations, in as much as the study requisite for such examinations is a powerful incentive to self-improvement among teachers.

Teachers' Association, Kadambur.

2. That this conference requests the Executive of the S. I. T. U. and the Education Ministry to take immediate steps with the committee on Franchise for the grant to teachers in all recognised educational institutions drawing a monthly salary of Rs. 15 and above, *the right to vote for all bodies, beginning with the village panchayat* to the Provincial Council and Legislative Assembly.

3. That this conference requests the Government to give free house sites as Darkaust for teachers.

Teachers' Association, Uttamapalayam.

4. That all managements be requested to make the education of their teachers' children free in their institutions.

Teachers' Association, Kattuputtur.

5. This conference requests the Provincial Government and Indian States to recognise and aid teachers' Associations.

6. This conference requests the Provincial Government and the Indian states to institute special funds to enable teachers to undertake occasional long distant educational tours.

7. That Periodical leave on full pay should be provided for teachers for purposes of study and tours.

V. TECHNICAL EDUCATION.

Teachers' Association, Uttamapalayam.

1. That a vocational bias be given to the secondary school course so that it may cease to be out of touch with the reality of life of the future citizens and so that it may cater to the needs of the work-a-day life as well as culture.

Teachers' Association, Kattuputtur.

2. This conference urges upon the Government of India, the Provincial Governments and the Indian states the need for enumerating a local policy of technical education and developing the commerce and the industry of the country with the aid of the natural resources and the indigenous talent.

VI. RETRENCHMENT AND GRANTS-IN-AID.

Working Committee.

1. This conference views with grave concern the cuts in teaching and equipment

grants in aided institutions and is strongly of opinion that such ill-advised retrenchment will particularly be prejudicial to the interest of education in aided institutions and it appeals to Government to reconsider the decision as the direction in which retrenchment is proposed to be effected will entail serious hardship to the managing bodies whose resources have never been too adequate or too abundant.

National College High School, Teachers' Association, Trichy.

2. As the already poorly paid teachers of the Presidency are subjected to serious retrenchment and as the special teaching grant which was of immense relief to the poor teachers is the only grant recommended by the retrenchment committee for complete abolition, this conference requests the Government to provide for the same in the next year's budget.

Teachers' Association, R. C. Training School, Trichinopoly.

3. The reduction of stipends for the students undergoing training in Training Institutions and the threatened total abolition of stipends especially those given to the Elementary and Secondary grades is highly detrimental to the cause of education in general and Elementary Education in particular.

VII. SERVICE CONDITIONS.

Teachers' Association, Kattuputtur.

1. This conference requests all Provincial Governments and Indian states to prepare a scheme for the unification of educational service.

2. This conference requests the Provincial Governments and Indian states to frame a definite code of service rules for teachers in non-government institutions and make its adoption a condition of recognition.

S. M. S. Vidyasala, Karaikudi.

3. That the Arbitration Boards for deciding on the differences between teachers and managers be at once constituted by the Government and their decisions be made binding upon the parties concerned and that until a suitable scheme has been matured the District Secondary Education Boards be invested with powers of arbitration within their respective jurisdictions.

Madura District Teachers' Guild.

4. While reiterating its opinion that a written contract between teachers and managements is unnecessary and undesirable, this Guild considers that the model service agreement recommended by Government and incorporated in the Madras Educational rules is highly unsatisfactory and prejudicial to the interests of teachers and urges that the following amendments at least should be made in the same to make it palatable to the teaching profession:—

1. In place of para 4 read the following:—That he will devote his whole time to the duties of the said employment; that in case he intends to accept any honorary public position he shall inform the school authority of such intention in order to give them an opportunity of advising him as to whether the acceptance of such a position is likely to interfere with the discharge of his duties in the institution; that no work of a remunerative character shall be accepted by the teacher from outside without the knowledge and approval of the authorities of the institution concerned provided that permission will be granted as a matter of course for accepting examinerships and other academic work from the University or the Government as the case may be.

2. For para 6 read:—That this agreement may be terminated by either party on giving to the other 3 calendar months' notice in writing of such intention to determine the same provided that such notice

shall not be given by the school authority on paying 3 months salary in lieu of such notice, and may be determined by the school authority forthwith without any notice, subject to the approval of the District Educational Officer, in case the school authority is satisfied after an enquiry that the said teacher is guilty of such misconduct as may be considered by the Director of Public Instruction to warrant suspension or cancellation of his certificate under rule 154 of the Madras Educational Rules.

Teachers' Association, Board High School Kodavasal.

5. The scale of pay of teachers be revised as follows: L. Ts. 100-5-150-10-200, Inter and Pandits, 60-4-100, S. S. L. C. Trained, Drawing and Drill-masters, 40-3-70.

6. That the Government be requested to fix the number of working days as 180 instead of fixing the holidays in Local Board and Municipal Schools.

VIII. PROVIDENT FUND.

Working Committee.

1. This conference requests that the permission accorded to teachers in schools under local bodies for withdrawing their contributions to the Provident Fund towards the payment of insurance premia be extended to teachers in aided institutions also.

Teachers' Association, Uttamapalayam.

2. Resolved that the teachers be allowed to contribute 1|12 of their salaries towards the Teachers' Provident Fund.

S. M. S. Vidayasala, Karaikudi.

3. That all managements be requested to raise their contribution to their teachers P. F. to one anna four pies in the rupee and that teachers be requested to make a corresponding increased contribution and that the P. F. accumulations on behalf of the teachers be made to secure a higher rate of interest than at present by changing the source of investment suitably.

IX. MEDIUM OF INSTRUCTION.

Teachers' Association, R. C. Training School, Trichinopoly.

1. This conference resolves that steps should be taken to expedite the publication of vernacular technical terms in Geography, Science, Mathematics and other subjects.

Teachers' Association, Uttamapalayam.

2. That a Standing Committee of Teachers be formed for furthering the adoption of vernacular as the medium of instruction in non-language subjects in the High School course.

National College High School Teachers' Association, Trichy.

3. While noting with great regret that many of the high schools have not availed themselves of the Government concession, namely answering the non-language subjects in the Public Examination in the Vernacular, this conference urges on the public the importance of the matter and requests them to give their full support to the proposal and also requests the Government to make compulsory the use of the Vernacular as the medium of instruction and answering questions in the Public Examination in the High School classes of the Presidency.

Teachers' Association, Kattuputtur.

4. It is the opinion of this conference that the medium of instruction and examination in the Secondary and higher stages of education should be the mother tongue and it urges the Government and Universities the compulsory adoption of the same.

X. DISTRICT SECONDARY EDUCATION BOARD.

That the District Secondary Education Board be so remodelled that the profession may have an effective voice over it and that the powers be extended so much as to make it similar to the District Educational Council. (B. H. School, Kodavasal).

XI. MANAGERS' ASSOCIATION.

Teachers' Association, Tirukattupalli.

(*a*) This Conference urges the need for the formation of a Secondary School managers' Association for each district to study its educational needs and arrange to obtain the aid of the department of Education towards satisfying them.

(*b*) To bring about the proposed organisation, the conference requests every District Teachers' Guild or association to address the managers of the secondary schools of the district pointing out the various ways in which the said organisation can function and to actively help to form one, without loss of time.

TWENTY-THIRD ANNUAL REPORT OF THE S. I. T. U.

The Executive Board has great pleasure in presenting the 23rd Report of the South India Teachers' Union for July 1931 to June 1932.

1. *Strength.*—The Number of District Teachers' Guilds affiliated to the Union is 17, including the Guntur District Teachers' Guild and no new Guild sought affiliation during this year. The number of associations affiliated to the Union directly is 5 of which two are in the Andhra area A detailed statement relating to the strength of the Union, so far as information is available, is given in Appendix A. It is to be regretted that the secretaries of the District Guilds find great difficulty in getting the necessary information from their constituent associations and are hence unable to satisfy the rules of the Union. An organisation should at any moment be in a position to know its real strength if it should have its influence felt. The Board appeals to the affiliated associations and guilds to take more seriously the provisions in rule 12 of the Union.

2. The President of the Union toured in the Andhra area in September with a view to increase the strength of the Union and visited Bezwada, Rajamundry, Ramachandrapuram, Samalkot, Vizagapatam Vizianagaram, Berhampore and Aska, and placed before teachers the activities of the South India Teachers' Union He was well received in all the centres and he believes that our Andhra friends showed keen interest in the affairs of the Union. The Board hopes that the Andhra federation will foster a spirit of professional consciousness and thus strengthen the Provincial organisation. We have been receiving communications now and then from associations in the Andhra area and the Proceedings of their meetings were published in our Journal. The President also addressed meetings in North Arcot, South Arcot, Chingleput, Coimbatore and Bellary. The Board would express its thanks to him for the valuable service he had rendered to the Union.

3. *Office-bearers.* The names of the office-bearers that were elected at the last Annual meeting of the Union are found in Appendix B. No vacancy occurred in respect of any office in the course of the year.

4. *The Executive Board.* The Executive Board that was constituted for '31-'32 met at Palghat on the occasion of the conference to co-opt under rule 8 representatives for the Executive Board. Besides electing the members of the Working Committee, the board appointed the Standardisation Committee with Mr. Natarajan as convener in pursuance of the resolution adopted at the provincial conference held in May 1931. The members of the Executive Board gladly co-operated with the Working Committee in the arrangements for the Education Week.

5. *The Working Committee.* The first meeting of this committee was held at Palghat to appoint the Journal Committee. The "Education Week" was one important activity which engaged the attention of the Working Committee. The Board is glad to learn that the members of the Committee helped the work of the Union not only by their prompt replies to references from the secretaries but also by the sympathetic understanding of the circumstances in which the work of the Union had to be carried on.

6. *The 23rd Provincial Educational Conference.* This conference was held on 21, 22 and 23rd May at Palghat. The Reception Committee constituted at the instance of the Malabar District Teachers' Guild had to carry on the work of the Conference under unexpected difficulties. Mr. Venkatarangayya, the President-elect, could not on account of sudden ill-health, preside over the conference and his presidential address was read out by Mr. S. K. Yegnanarayana Aiyer M. R. Ry. Rao Bahadur P. V. Seshu Aiyer was kind enough to preside over the conference at very short notice and the Reception Committee deserves to be congratulated on the excellent arrangements it had made. The agenda which had been published already in the official organ of the Union made it possible for delegates to concentrate their attention on definite recommendations and the subjects committee was able to finish its work in one sitting. Many delegates took advantage of the opportunity afforded by this conference to pay a visit to the 'Sabari Ashram' at Olavakot which is known to have been carrying on Educational work on new lines. (Vide Appendix C for the Reports of Committees appointed at the last Conference.)

7. *The Work of the Union.*—The "Education Week" organised by th South India Teachers' Union was celebrated throughout the Presidency during the last week of October. This was a unique occasion for bringing together the teachers, the public and the managers. The office of the Union had, at the suggestion of the Working Committee, made arrangements for bringing the history and the activities of the Union to the notice of each and every school throughout the presidency. A special number of the journal was issued in October and the articles published therein had direct bearing on the topics proposed to be dealt with in the Education Week. Mr. R. G. Grieve, the Director of Public Instruction, expressed his sympathy with the object of the week and was kind enough to call upon the departmental officers to co-operate with the Union. Mr. R. Littlehailes expressed his appreciation of our efforts in this direction and encouraged us to carry on our work. The thanks of the Union are due to these two gentlemen and also to the departmental officers and public men who evinced interest in the work of the Union. One noteworthy feature of the Education Week was the close association of managers with teachers. The proceedings that were published in the November issue of the journal show that the Education Week is not a mere spectacular function and that it has gone a long way towards rousing up the teachers and public men A statement of receipts and charges in connection with the celebration of the week was published in December and it is republished with slight alterations in Appendix D. for the information of members.

Another important event during the year was the conference of managers of non-government secondary schools organised at the instance of the Union in December. The managers who attended the conference at Madras under the presidency of Sir. P. S. Sivaswamy Aiyer referred in unmistakable terms to the disastrous consequences of the ill-advised retrenchment proposals and took exception to the cut in the Teaching and Equipment grants. A deputation of the managers consisting of Dewan Bahadur. Masilamoni Pillai (leader), Mr. K. Balasubramania Aiyer, Mr. Schwartz, Rao Bahadur P. T. Kumarasami Chettiar and Rev. Father Manrique waited upon the Hon'ble The Minister for Education and presented a lengthy memorandum.

We learn that the minister understood the case of managers and agreed with the point of view expressed by them. Our

readers may remember the interview granted by him to the Working Committee of the South India Teachers' Union at the time of the Provincial Educational Conference. He knows all about the case. He knows the difficulties of teachers as well as those of managers. While thanking him for the sympathetic hearing he has given to our representations, it is our wish that he should be pleased to do all he can to prevent any cut in the "by no means handsome salaries" of teachers.

The modification of the courses and syllabuses in the S. S. L. C. scheme is being considered by the District Guilds on a reference from the Director of Public Instruction. The prevailing opinion seems to be inclined towards the abolition of the C group (optional). As regards the inclusion of Algebra and Geometry there is acute difference of opinion. A discussion on this topic may be expected in the ensuing Provincial Educational Conference.

8. *The Work of the Guilds.*—The District Teachers' Guilds form the pivot on which the Union turns. It is not enough for teachers in the different districts to be active individually. Their activities should be manifested through the District Guilds. The District Guilds carried out the programme of the Education Week with great enthusiasm. The Board regrets to learn, however, that the Teachers' Guilds in South Arcot, Malabar and Chingleput have not been sufficiently active during the rest of the year and even information which is required by the Union has not yet been furnished. The board appeals to the teachers in the different districts to co-operate with the office-bearers of the District Guilds in the improvement of the organisation. The affiliated associations may not be unaware of the inconvenience and hardship they may through their indifference cause to their members, who have joined the Protection Fund. (The membership of the fund is thrown open to persons who are individual members or members of an affiliated association). The Board understands that the secretary of the Union has been compelled to bring this fact to the notice of the associations. It hopes that the affiliated associations will pay off their dues to the respective guilds and retain the privilege of membership.

The thanks of the Union are due to the Madras Teachers' Guild for the further grant of Rs. 25 for 1931-1932 to the Journal.

The Board would like to commend to the notice of the Guilds the practice adopted by the Salem District Teachers' Guild. It has forwarded an audited statement of its accounts to the office for information. Such procedure will give the office an idea of the resources of the Guilds District Guilds of Coimbatore and Ramnad have been sincerely anxious to pay the entire dues and have been making attempts to collect subscriptions. It is to be regretted that letters from the Ramnad Guild should remain unheeded by some of its affiliated associations. The work of the office-bearers of a Guild is not an enviable one and the Board appeals to members of the associations to pay their subscriptions in time so as to enable the respective secretaries to pay the dues to the Union in time and to maintain the guild in active condition.

We are glad to learn that a Refresher course on Plant Life was conducted under the auspices of the Madras Teachers' Guild in July 1931. The Refresher Course in Geography organised by the Anantapur District Teachers' Guild in June 1931 was well attended but owing to unavoidable difficulties experienced by the lecturers on Plant Life and Animal Life the refresher course in these subjects had to be dropped.

9. *The South Indian Teacher.*—The Board is glad to say that the Journal has been making steady progress. But it is

sorry to learn from the Working Committee that the general cry of retrenchment is creating rather a difficult problem financially. The Journal-committee has been able to enjoy so far, the confidence of many esteemed educationists and publicists and hopes to retain that confidence. It is something therefore that there may be no problem with regard to matter. The Union expresses its gratitude to these distinguished contributors. In this period of financial depression it is absolutely necessary for teachers to join together and bear the financial burden. It is not wise to allow the work of the journal to be hampered at a time when it is able to exercise a healthy influence on the public, the authorities and the teachers. The subscription has been remarked by the correspondent of "London Times" Educational Supplement to be too low, for the material supplied. The Board would appeal to every teacher interested in the organisation to ask himself as to how he can help the journal and give some relief to honorary workers. The Board expresses its gratitude to Mr. Natarajan, Secretary of the Journal-committee for the willingness with which he has been bearing the heavy responsibility of the conduct of the journal from the very beginning even though the work has been entirely honorary. A collection on the occasion of the Educational Conference would place a good sum at the disposal of the Union. It will not be impossible for teachers to arrange for dramatic performances and variety entertainments and to ear-mark the collections for the Union. What is needed is the spirit that the Union should be kept strong.

The Board is thankful to the members of the Protection Fund for the sum of Rs. 50 sanctioned from the Profession Fund. It is well-known that the Journal has been devoting a number of pages to the cause of the Protection Fund. The amount under Profession Fund is collected from teachers and the Board is glad to learn that the donation of Rs. 50 was made on the realisation of the fact that the Journal was the most effective instrument for safe-guarding the professional interests. The Board is grateful to the General Body for this wider outlook and it ventures to place before the General Body the need for enhancing the donation amount to Rs. 100 in view of the fact that help from other expected quarters is not readily forthcoming at the present moment owing to financial stringency. Any help rendered at this time will relieve the anxiety of the Board to a considerable extent and also ensure the permanency of the Journal. The Journal is represented on the Association of Editors of Educational Journals formed at the time of the All-India Educational Conference held in Bangalore in December 1931. The number of Journals including foreign Journals received in exchange is 42. Of the 12 foreign Journals 5 are from America, 3 from England 1 from France, 1 from Australia, 1 from Geneva. (Vide Appendix B. for the Journal Committee.)

10. *The South Indian Teachers' Union Protection Fund.*—The following account of the South Indian Teachers' Union Protection Fund has been kindly furnished by the Secretary of the Fund....The last number admitted on 14-4-32 was 842. Till now, since the Fund was started in 1928, there have been 9 deaths, and 46 removals due to default in payment, and the number of effective members on the rolls on 14-4-32 was 787. Evidently the teaching profession has now come to appreciate the benefit of joining a Fund of this sort, and the response by way of applications for admission, has been very encouraging in the past few months. It is expected that the maximum strength of 1000 will be reached shortly. It is hoped that those who still hesitate to join the fund, would join immediately before it is too late.

During the year 1931, there was one death and the nominee of the deceased was paid a benefit amount of Rs. 270-8-0, the number of effective members on the date of his death being 541. Till now, an amount of Rs. 1,626 has been paid from the Benefit Fund A|c as benefit to the nominees of the deceased members. The Fund has been contributing an amount of Rs. 50 every year to our Journal 'The South Indian Teacher' ever since its inception. Out of the Professional Fund in 1931 an amount of Rs. 50 was granted by the General Body to two of its members who were deprived of their appointments, as a mark of its sympathy towards them, and to help them in the redress of their grievances. All the funds have been invested only in admittedly first class Securities. The deposits with the Government and the Bankers of the Fund on 14-4-32 come to Rs. 23,439-0-2. During this year, 1932, the Board met on 16-1-32 on the eve of the 4th Annual meeting of the Fund. The General Body met on 16-1-32 to consider the Fourth Annual Report of the Fund. After the adoption of the Annual Report and the election of office-bearers, it passed a resolution, that as the fund has considerably enlarged, a Government Diplomat in Accountancy and Auditing should be appointed to audit the accounts of the Fund in future, and Mr. T. S. Viswanathan G.D.A. was appointed as the auditor for the year 1932.

11. *Finance.*—The Financial Statement of the union is shown in Appendix E. The Working Committee has considered the representations from guilds regarding arrears.

12. *The All-India Federation of Teachers' Associations.*—The S. I. T. U. continues to remain affiliated to A. I. F. T. A. The names of the Union representatives on the council of the A. I. F. T. A. are given in Appendix B. The President of our Union has been elected as the Vice-president of the A. I. F. T. A. and Messrs M. S. Sabhesan and Syed Ameeruddin are along with Mr. S. K. Yegnanarayana Aiyer on the Executive Committee of the A. I. F. T. A. The Seventh All-India Educational Conference was held at Bangalore in December 1931 and it was well attended. The Report of the First All-Asia Conference has been published and it has been reviewed in our journal. It may be of interest to our friends in South India to learn that the Benares Reception Committee was kind enough to hand over the balance amounting to over Rs. 4,000, (Rupees Four Thousand only) to the A. I. F. T. A. This amount together with a contribution of Rs. 500 by Mr. Khattry, the enthusiastic Secretary of A. I. F. T. A., forms a good nucleus for the A. I. F. T. A. But this is not adequate for the work it is called upon to undertake and Mr. Khattry is appealing to teachers and public men throughout the country for funds The Board hopes that the appeal will meet with good response. The Benares Reception Committee has set an example which other Reception Committees will do well to follow.

Conclusion.—The message of the Union is slowly and steadily reaching the remote corners of our Presidency. More still remains to be done towards placing the organisation on a stable basis. In these days, no organisation can turn out any work if it be not in possession of 'Silver Bullets'. The Union is required to do for the teaching profession in this presidency what the National Union of Teachers in England and the National Educational Association of America have been able to do for our comrades in their respective countries.

Let us therefore come to close grips with the 'realities of the situation. It will not do for us to be content with the make-believe of an organisation. Ours should be in name and in fact an efficient organisation before it can begin to champion our cause. A special responsibility rests on those few teachers who are interested in organisation and who have a soft corner in their heart for organisations. It is for them to make converts of others and to see that our organisation enjoys the confidence and support of teachers in South India. It is only an efficient organisation that can create public opinion and impress upon responsible men and women the soundness of the view expressed by a committee of six American citizens in regard to education. 'In higher education, no cause is more important in America to-day than to dignify and strengthen the profession of the teacher and of the research worker. *A fair income upon which the teacher can live, simply but comfortably and out of which he can protect himself against the hazards of old age* is a necessary part of the programme of higher education. The teacher does not aspire to wealth or luxury but he does need an opportunity for the intellectual life on a plane of dignity and comfort."

APPENDIX A.

STRENGTH OF THE UNION.

No.	Name of the Guild.	No of Assns.,	Strength.
1.	The Anantapur District Teachers' Guild.	9	49
2.	The Bellary District Teachers' Guild.	?	?
3.	The Kurnool District Teachers' Guild.	8	111
4.	The Madras Teachers' Guild.	nil.	500
5.	The Chingleput District Teachers' Guild.		
6.	The Chittoor District Teachers' Guild.	7	?*
7.	The North Arcot District Teachers' Guild.		
8.	The South Arcot District Teachers' Guild.		
9.	The Tanjore District Teachers' Guild.	21	502
10.	The Trichinopoly District Teachers' Guild.	19	456
11.	The Madura District Teachers' Guild.	10	220
12.	The Ramnad District Teachers' Guild.	16	198
13.	The Tinnevelly District Teachers' Guild.	11	?*
14.	The Malabar District Teachers' Guild.		
15.	The Coimbatore District Teachers' Guild.	18	?*
16.	The Salem District Teachers' Guild.	10	142
17.	The Guntur District Teachers' Guild.	16	343
	Associations directly affiliated to the Union.		
1.	Teachers' Assn., P. S. High School, Mylapore.		?
2	Teachers' Assn., Hindu Theological High School, Madras.		?
3.	Teachers' Assn., Chintadripet High School, Chintadripet.		?
4.	Teachers' Assn., Board High School, Bapatla.		?
5.	Teachers' Assn., Board High School, Kavali.	5	
	Individual Members.		22

Total No. of Guilds 17 Total Assns., 150 Total Members 2043

* Information not available.

APPENDIX B.

OFFICE-BEARERS FOR 1931-1932.

1. *President.*—M. R. Ry. S. K. Yegnanarayana Aiyer Avl., M.A., Professor, Pachaiappa's College, Madras.
2. *Secretary.*—M. R. Ry. M. S. Sabhesan Avl., M.A., Christian College, Madras.
3. *Joint Secretary*—M. R. Ry. Syed Ameeruddin Avl., B.A., L.T., Headmaster, Municipal High School, Nandyal.
   Present Address:—Headmaster, Municipal High School, Cuddapah.
4. *Journal Secretary.*—M. R Ry. S. Natarajan Avl., B.A., L.T., St. Gabriel's High School, Madras.
5. *Treasurer.*—M. R. Ry. V. RangasamiIyengar Avl., B.A., L.T., T. T. V. High School, Madras.

The above five persons are also Ex-officio members of the Working Committee and the Executive Bord.

ELECTED MEMBERS OF THE WORKING COMMITTEE FROM AMONG THE MEMBERS OF THE EXECUTIVE BOARD.

1. Mr. N. S. Venkatarama Iyer, Headmaster, S.M.S. High School, Karaikudi.
2. Mr.. K. Rangasami Aiyengar, Headmaster, Hindu Theological High School Sowcarpet, Madras.
3. Mr. C. Ranganatha Aiyengar, London Mission High School, Gooty.
4. Mr. S. T. Ramanuja Aiyengar, E. R. High School, Teppakulam P. O., Trichy.
5. Mr. E. H. Parameswaran, Headmaster, Thirthapathi High School, Ambasamudram, Malabar.

REPRESENTATIVES ON THE EXECUTIVE BOARD OF THE S. I. T. U. FROM DISTRICT TEACHERS' GUILDS OR DISTRICTS.

Ganjam.—Mr. Bhuvaneswar Panigrahı, Headmaster, S. R. M. High School, Dharkota.

Vizagapatam.—Mr. N. R. Raghunatha Charı, Lecturer, Maharaja's College, Vizianagaram, Vizag.

Godavari.—Mr. E. Govinda Rao, Headmaster, National High School, Ramachandrapuram.

Kistna.—Mr. P. V. Gangaraju, Assistant, S. R. M. High School, Challapalli.

Guntur.—Mr. Narasimha Iyer, Board Hıgh School, Bapatla.

Anantapur.—Mr. C. Ranganatha Aiyengar, London Mission High School, Gooty.

Bellary.—Mr. G V. Venkatarama Aiyer, Wardlaw High School, Bellary.

Kurnool.—Mr. K. N. Pasupathi Aiyer, S. P. G., High School, Nandyal.

Madras.—Mr. K. Rangasami Iyengar, Headmaster, Hindu Theological High School Sowcarpet, Madras.

Chingleput.—Mr. W. Viraraghava Chariar, Chingleput.

Chittoor.—Mr. A. S. Venkatarama Aiyer, Secretary, Chittoor District Teachers' Guild, Chittoor.

North Arcot.—Mr. C. Swaminathan, Danish Mission High School, Tıruvannamalai.

South Arcot.—Mr. V. Jayarama Aiyer, Municipal High School, Villupuram.

Tanjore.—Mr. V. Raghava Iyengar, Munıcipal High School, Mayavaram.

Trichinopoly.—Mr. S. T. Ramanuja Aiyengar, E. R. High School, Teppakulam.

Madura.—Mr. D. Ramiah, Asst., Madura College High School, Madura.

Ramnad.—Mr. N. S. Venkatarama Aiyer, Headmaster, S. M. S. Hıgh School, Karaikudi.

Tinnevelly—Mr. A. Sundaresan, Asst., Caldwell High School, Tinnevelly.

Malabar.—Mr. E. H. Parameswarn, Headmaster, Thirthapathi High School Ambasamudram.

Coimbatore.—Mr. M. J. Sargunam, Headmaster, London Mission High School, Coimbatore.

Salem.—Mr. K. S. Chengalroyan, Asst., Board High School, Krishnagiri.

JOURNAL COMMITTEE.

Messrs:

S. K Yegnanarayana Iyer.
M. S. Sabhesan.
N. S. Venkatarama Iyer.
Syed Ameeruddin.
S. Natarajan, (Secretary).

THE UNION REPRESENTATIVES ON THE COUNCIL OF A. I. F T. A.

Messrs:

V. Guruswami Sastri, Tanjore.
M J. Sargunam, Coimbatore.
S. Srinivasa Iyer, North Arcot.
Syed Ameeruddin, Nandyal.
M. S. Sabhesan, Madras.

COMMITTEES APPOINTED AT THE LAST CONFERENCE.

Standardisation of Salaries Committee.

i. Mr. S. Natarajan, Madras, Convener.
ii. Mr. Syed Ameeruddin, Nandyal.
iii. Mr. A. S. Venkataraman, Chittoor.
iv. Mr. S. Srinivasa Iyer, Vellore.

Registry of Teachers Committee.

Messrs:

K. Rangasami Iyengar, Madras, (Convener).
S. K Yegnanarayana Iyer, Madras.
K. S. Vaithinatha Iyer, Palghat.
M. Venkatrangayya, Nellore
P. A. Subramania Iyer, Madras.
M. J. Sargunam, Coimbatore
S T. Ramanujam, Trichy.
S. Natarajan, Madras.
Srimati Chinnamma Manndesiar, Moyan Girls School, Palghat.

APPENDIX C.

REPORT OF THE VIGILANCE COMMITTEE.

Members. Mr. S. K Yegnanarayana Iyer, Madras.
" Mr. M. S Sabhesan, Madras.
" Mr M Venkatarangayya, Waltair.
" Mr. V. Guruswami Sastrigal, Tanjore.
" Mr. S. T Ramanujam Aiyengar, Trichy

The above committee which was elected at the Palghat Conference began its work immediately by starting an enquiry into the Erode Case. Messrs. S. K. Yegnanarayana Iyer, V. Guruswami Sastrigal, and S T. Ramanujam Aiyengar, interviewd some members of the Managing Committee of the Mahajana High School, Erode. The president and the convener interviewed the Secretary of the Mahajana High School, Erode, who was pleased to offer to place the facts about the case

of the teachers concerned before the S. I. T. U. In pursuance of this assurance of the Secretary, the convener of the committee wrote to him for information (letter to the Secretary is herewith enclosed). No reply has been received.

Thereupon the Vigilance committee held its consultations by correspondence. After perusal and study of the facts of the Erode case and first-hand enquiry, the committee came to the unanimous conclusion : (1) That the teachers concerned have a good case in equity; (2) That the action of the Secretary of the Mahajana High School, Erode in dispensing with the services of Messrs C. S. Kasturiranga Iyengar and K. G. Ramakrishna Iyer was ultra vires; (3) That the managing board of the said school have unconscionably delayed the disposal of the request of the said teachers for constitutional redress and that they have after 15 months of suspension of the teachers dispensed with their services.

On learning of the aggrieved teachers' proposal to take legal action against the authorities of the school and convinced of the need for redress, the Vigilance Committee decided; (1) to watch the case if instituted by the teachers concerned; (2) to render financial help up to a percentage of the costs to the teachers concerned. These conclusions of the committee were communicated to the teachers and with their consent, the report of the committee was published in the South Indian Teacher, 1931 September, issue.

Subsequently the convener consulted lawyers of standing in Trichy with a view to help the teachers in their resort to law. The teachers were repeatedly asked to intimate their filing of the suit They wrote back asking for an increased aid from the S. I. T. U., and promised to send information about the filing of the suits. But no intimation has been received. It appears from the convener's private enquiries that the case has been given up owing to the depressing conditions, financial, local and communal which militate against the teacher proceeding to a court of law for redress. It is unfortunate that a good opportunity for a test case has thus been lost by the teachers and by the S. I. T. U. The moral is obvious It is not individuals who can seek redress but the Union must do it.

As for the collection of information about the contract at work, the convener prepared a questionnaire for publication in the S. T. T., so early as August '31, which however was published in February '32 Not much time has elapsed between the publication and now to warrant progress of collection of information. It is significant that close after the publication of the Questionnaire, the

Department of Instruction through D. E. O's, is also collecting information about the contract at work.

Meanwhile the Secretary is slowly receiving confidential information in response to the questionnaire; (1) about cuts in salaries; (2) retrenchment of staff and (3) notices to quit. A detailed list will be furnished to the Madura conference.

3-4-32. S. T. RAMANUJA AIYENGAR,
Convener.
for Committe.

REPORT OF THE CONVENER OF ORGANISATION SUB-COMMITTEE.

S. I. T. U. Organisation Committee.

i. Mr. S. T. Ramanujam Iyengar, Trichinopoly, (Convener).
ii. Mr M. S. Sabhesan, Madras.
iii. Mr K. Rangasami Iyengar, Madras.
iv. Mr S. Daniel, Chittoor.
v. Mr. S. Vaidyanathasami Iyer, Erode.

I have the honour to submit the following report on behalf of the Organisation Sub-committee appointed by the Palghat Educational conference in May last year.

The terms of reference to the committee were defined by a resolution as follows:—"To define the nature of financial and other relationships between local district and central teachers' organisation with a view to promote homogeneous activity and enforce observance of such relationship as a condition of affiliation to the S. I. T. U."

The convener put himself in touch with the members of the committee by correspondence and on 24-8-31 sent a memorandum and a questionnaire based on the terms of reference to the members:—

From a perusal of the published reports of the proceedings of Guilds in the South Indian Teacher and from the actual working conditions and relationships of the Guilds to the S. I. T. U. it is found

1. That resolutions of some Guilds are contrary to the S. I. T. U., resolutions—thus failing in one pointed agitation, 2. That deputations to authorities are organised without the knowledge and consent of the central organisation—leading to conflicting representations; (3) That certain Guilds and many Teachers' Associations as such do not subscribe to the official journal so as to be in touch with what may well be called Our Professional Gazette-resulting in their complaints of want of notice and want of knowledge of S. I. T. U activities; 4. That the financial contribution of some Guilds to the S. I. T. U, is not in proportion to the strength of their members.

These anomalies are exactly what the organisation sub-committee is called upon by the Palghat resolution to remove. They relate to financial relationship and control and co-ordination of Guild activities by the S. I. T. U.

From the replies received, the following recommendations are made:—

CONSTITUTIONAL RELATIONSHIP.

(1) That the S. I. T. U., be the Central body; (2) That the Guilds be the constituent unit; (3) That school associations be sub-units owing allegiance not only to the Guild but also the S. I. T. U.; (4) That this relationship be indirectly by affiliation and directly by financial contribution.

FINANCIAL RELATIONSHIP.

(1) That the entrance fee for members whether through Guilds or Associations or individually shall be a fee from every member at the rate of one rupee for Graduates; Eight annas for Secondary Grade teachers and Four annas for Elementary Grade teachers This shall be the permanent fund of the S. I. T. U.; (2) That the Annual affiliation fee of school associations to the S. I. T. U. shall be a quota of 20 per cent of its collections by subscriptions, besides its quota to the Guild which may be 30 per cent of its collections; (3) That the Guild affiliation fee shall be a fixed rate of 15 rupees per annum.

N.B.—Two and Three shall form the recurring working Fund, (4) There shall be a S. I. T. U., audit of school association subscription accounts.

INITIATION AND DIRECTION.

1. The Guilds and associations only shall have the right to initiate subjects for discussion; (2) The S. I T. U, shall co-ordinate the activities, codify the resolutions, frame its programme each year and direct all activities; (3) When the S. I. T. U. is seized of the subjects and when it has framed a set of resolutions, it shall be obligatory on the part of all Units and Sub-units to adopt only the S. I. T. U. programme of work for that year; (4) Deputations and representations must be only through the Central Union in relation to non-local subjects

AFFILIATION AND DISAFFILIATION.

1. Conditions of affiliation shall be (a) Payment of affiliation fee; (b) Subscribing for the Journal and (c) Submitting regular monthly reports of activities.

2. Conditions of disaffiliation shall be:—(a) Continued arrears; (b) Revolt against Headquarters.

Conclusion.—The recommendations are designed to unify our forces, co-ordinate activities, control units, and direct effectively, with the backing of organised well knit associations and permanent

and recurring working funds. The collection of the flat entrance rate from all members is worth trying as the *Programme for the year;* and as the first step in organisation of a permanent fund. The growing expenses of committees, meetings, Working Committee members, and office establishment—call for an effective effort in terms of money, to promote association, assimilation and agitation by teachers.

3-4-32. S. T. RAMANUJA IYENGAR,
Convener.
for Committee.

PROCEEDINGS OF THE MEETING OF THE WORKING COMMITTEE OF S. I. T. U.

A meeting of the Working Committee was held at 3 p.m., on Sunday the 3rd of April, at 41, Singarachari Street, Triplicane.

The President, Mr. S. K Yegnanarayana Iyer, occupied the chair Messrs. E. H. Parameswaran, C. Ranganatha Aiyengar, S. T. Ramanujam Aiyengar, V. Rangaswami Aiyengar, S. Natarajan and M S. Sabhesan were present.

The committee ratified the action taken by the Secretary in respect of matters approved by it in circulation. It then considered letters from various District Guilds It resolved to inform such guilds as have been in arrears for a long time, that they will be disaffiliated if the arrears be not paid by the 1st of July 1932.

The budget prepared by the Secretary, Journal Committee was considered and he was requested to submit a revised budget to the Working Committee before May.

The Draft Annual Report of the Union was then adopted. The Provisional Agenda sent by the Secretary, Reception Committee was considered and suitable and necessary alterations in the programme were suggested. After considering the resolutions forwarded by the Reception Committee the Working Committee resolved and adopted certain resolutions for discussion at the conference.

The reports from the convener of the Vigilance committee, Organisation committee and Standardisation committee were then considered It was then resolved to recommend to the General Body the following. 1. That the S I. T. U. be registered under the societies' Registration Act 2. That the fee for delegates attending the Educational Conference be raised to One rupee and that 50 per cent of the collections under delegates fee be paid to the S. I. T U. The Working Committee has also resolved that the question of starting a South Indian Teacher Publishing Co, Ltd., with the object of publishing the Journal and books of general use be placed before the Executive board of the Union on the occasion of the conference The Working Committee then authorised the Secretary to pay the sum of Rs. 2-8-0 claimed as rent by the Secretary, Teachers' Guild Co-operative Society Ltd.

TEACHERS' BOOK SHELF

English Selections for Higher Forms:—Books 1 and 2 Published by Messrs. B. G. Paul & Co., Publishers, Francis Joseph Street, Madras. Book 1, Rs. 0-12-0, Book 2, Re. 1-0-0.

These two books are intended for use in forms 4 and 5 respectively. They are complete in themselves. They contain a large number of prose selections. The selections from poetry are varied and carefully made and in Book 1 they are grouped in 3 sections. It is interesting to note that these selections include such fine pieces as the "*The Coromandel Fisherman*" by Mrs. Sarojini Devi,'*True Liberty*' by Richard Lovelace '*Freedom*' by Lowell and '*Sindhu*' by Toru Dutt. The selections prove equally interesting. Every lesson is preceded by an introduction explaining the setting of the piece or its central idea. The books are well illustrated. The printing and get up is good. The books have been approved by the Text-book Committee, Madras.

English readers for Secondary Schools:—By Benjamin Brady B.A., Hons., (Lond.). Affasieto Secondary school, Alexandria. First year Re. 1-6-0 Second year Re. 1-6-0 Third year. Re. 1-9-0.

Publishers.—Messrs. Macmillan & Co, Ltd., Mount Road, Madras.

These three readers are intended for use in Secondary Schools by pupils who have had a good preliminary training in English. They have been approved for school use by the Ministry of Education, Cairo. The first year reader contains mostly fairy tales or traditional tales. They are told in simple modern English. The selections have been carefully made with a view to impressing upon the young readers the basic principles of right and wrong. The second year reader has very little of the fairy tale but the themes in this book centre round such topics as the Value of work, Perseverance, wise sayings, means of transport, etc The third year reader, intended for the higher forms in the High School, contains selections from Masters of literature. These also include several selections from modern authors. The only complaint that one has to make of these selections is that they are confined to prose only. Otherwise they are quite good and can be used with advantage in our secondary schools

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The Cabulliwallah and other stories; with notes and exercises. By A. Bhattacharya, B.A. (Oxon); Published by Messrs. Macmillan & Co., Ltd., Mount Road, Madras. Re. 1-4-0 (Price).

The aim of the compiler is modest enough The volume is "meant for use in the matriculation classes of the Indian Universities" students are expected to read the stories "intelligently, with proper appreciation of incident and character."

The stories are as the editor himself remarks 'really short yet they are long enough and, it is hoped, interesting enough to hold the reader's attention and to produce a definite impression on his mind'.

They are well chosen and are very representative. Well-known masters in the art of story-telling such as Tagore, Tolstoi, Hardy, Wills-Wilkie Collins are all represented in the selections. The student as well as the teacher will find the introduction and notes given with reference to every story very useful. The book deserves a place in every high school Library.

The How and Why series, edited By G. Bullet and Published by A & C Black Ltd., London Indian Agents, Messrs. Macmillan & Co, Ltd., Madras.

i. The Greeks, By Rosalind Murray.

ii. The story of Civilisation, By C. E. M. Joad. Price each net 2|6 d.

The aim of the series is said to be "to build up a library of general knowledge and culture, written in language which, while simple enough to be understood by any alert child of ten, will command attention and gratitude not only from the children themselves, but from those among their elders who are eager to enlarge their mental horizons" The "alert child of ten" referred to above is obviously an English child and not an Indian child and the first book in particular is written from the English point of view. The indebtedness of the present European civilisation to the ancient Greeks is stressed and the well known story of the Greek civilisation is then narrated up to the close of the Peloponesian War and the story of "Philip's warlike son"

The author is the daughter of the well known Greek scholar and translator, Prof. Gilbert Murray who contributes a preface. He states therein that the picture drawn is a 'true picture'. He goes on to add, "I have enjoyed reading it and I have learnt from it" and the present writer subscribes to that statement; but as was mentioned

in the beginning it is from an exclusive point of view that the whole thing is viewed. The existence of civilisation much *anterior* to the Greek in time and almost independent of it, as the civilisations of ancient Egypt, Assyria, India and China is not even hinted. With this reservation we have nothing but admirations for the skill with which the story is attractively presented.

The second book 'The story of civilisation' is free from this defect. It is written from the point of view of not any particular nation, but that of humanity at large. There is a fine introduction in which by means of an interesting dialogue and reflections thereon an attempt is made to sum up the real facts of civilisation, i.e., that civilisation does not consist in some people being able to have as much of "Treacle Toffees" (symbolic of enjoyable things) as they like but in making beautiful things thinking freely and thinking new things and keeping the rules" i.e., in art, science and philosophy, political justice and ethics.

The next chapter deals with the Greek religious teachers and how they have refined our conceptions of God and our attitude towards fellow beings and the only thing mentioned in the whole book is the Indian Emperor Asoka; for as the author truly remarks the heroes glorified in History, 'what were they after all but men who were specially successful in getting multitudes of other men killed? This is followed by a brief account of the contributions of ancient Greeks to human civilisation and the three succeeding chapters deal with science, how it has progressed and changed our lives and how it has enabled us to spread the knowledge secured by means of books and the wireless. The next chapter entitled 'the sharing of money' describes the economic basis of modern civilisation, how it divides mankind into two sections of the 'Haves' and the 'Havenots'. The concluding chapter discusses the merits and defects of our present civilisation and examines why other civilisations that preceeded ours were shortlived and what chances this has of enduring in time.

The book is highly inspiring and thought provoking and all "elders who are eager (as all imaginative minds must be) to enlarge their minds" will do well to read this book and ponder over the valuable lessons. The author already well-known for his philosophical works has laid the reading world under a deep debt of gratitude to him by this lucid and impartial exposition of the story of our civilisation.

S. K. Y.

Animal Life by R. Gopala Aiyar, M.A., M.Sc., and John P. Joshua, M.A., Publishers. P. Varadachary & Co., Lingha Chetty Street, Madras.

This book is prepared in accordance with the Animal Life part of the Elementary Science Syllabus of the Madras S. S. L. C. It is gratifying to note that the authors do not rigidly confine themselves to the syllabus. The lessons have a common purpose viz. To impress that the animals are adapted to their environmental conditions and that there is action and reaction between the animal and its environments.

The book is profusely illustrated and the get up of the book is good.

Elementary Science. Part I by J. P. Manikkam, M.A., L.T., Published by Messrs. P Varadachary and Co., Madras.

This is a first year's course in Physical Science. It is written on the concentric plan. It is refreshing to note that in the book the author has struck a new line quite off the beaten track. Usually in a first years' course much time is devoted to measurements with the inevitable numerical conundrums converting the science class into one of practical arithmetic and to some extent making the laboratory cease to be a place of attraction. Boys and Girls are naturally curious and delighted to find out things around them. The author is to be congratulated on his adopting a method which would arouse interest in the subject. The book is divided into four sections. Section I deals with Elementary Properties of matter, size and weight; centre of gravity; mass and density; liquid and air pressure. Section II deals with effects of heat and thermometer. In Section III, Reflection in Plane and Concave mirrors and refraction through Prisms and Lenses are introduced while Section IV treats about magnets The order is thus unusual for a first years' course but they are so varied that there can be no monotony in the course.

The first Part of Book II, (to be published shortly) we are told, will deal with the more advanced parts of the topics found in this book, and the second part, with Electricity and Sound

The book is well illustrated and neatly got up.

Modern Elementary Mathematics (in three parts) Books I and II for Form IV and V *Sixth Edition. Rewritten and enlarged Adapted to the Revised S. S. L. C. Syllabus.* By P. R. Subramania Aiyar, B.A., L.T., Assistant, H. H. The Maharajah's College Pudukottah.

(Price Re. 1 each.)

There is no dearth of text-books on Elementary Mathematics; but only very rarely one comes across a good book planned and executed to meet the requirements of pupils of various forms in our High Schools. The books under review, we feel, are by far the best in the field in as much as they contain just the portion that can conveniently and efficiently be taught in the forms for which they are intended. For generally text-books on Elementary Mathematics contain elementary and advanced portions mixed up without a definite indication as to which portions in earlier stages have got to be drilled in, which to be made passing mention of and which to be left unsaid. Book I contains Chapters on Properties of Numbers, the Language of Algebra. The First Form Rules, Simple Geometrical Facts and constructions, Decimals—Approximations, Percentage,—Profit and Loss, simple Interest—Bankruptcy—Partnership, Averages, Ratio and Proportion, Areas and Volumes, Graphs, etc.

Book II presents an independent scheme of its own and yet is linked on to the First Book. Students may therefore take up this book in Form V without the risk of jeopardising any continuity. The matter given in Book I is in a succint and comprehensive form introduced into this book also, woven into its texture to serve as an introduction for those who have not traversed the course in Book I, and as a revision for those who have worked through the first Book. In short the series is at once concentre and progressive with the different parts of the syllabus fitting into the scheme of each part to form an organic whole.'

The planning of the book in three parts has involved changes both in matter and arrangement of the previous editions; the copiousness and variety of problems framed from data connected with facts of every day life, the generalisation of concrete arithmetical principles and the reverse process of application of these generalisation to concrete examples viz., the cycle of Induction to Deduction and from Deduction back again to Induction; the correlation between arithmetic, algebra and geometry—viz., verbal statements. symbolic representation and picture form, and the hints to pupils and teachers are all found here in the pages of these books but in an improved form. The get up of the book is good.

EDITORIAL

IN THE SAME BOAT

At the last meeting of the Senate of the Mysore University, a proposition for the restriction of admission of students to the University classes was reported to have been considered and carried. This proposal was rightly opposed by a few senators on the ground that any curtailment of the facilities for higher education would be detrimental to the progress of the state. The suggestion contained in the proposition is obviously a counsel of despair. This is quite clear from the arguments advanced by the supporters of the proposition in question. Mr. N. S. Subba Rao, the Director of Public Instruction, is reported to have stated that the time has come to take steps to prevent the rush of the "purohit-minded" to the colleges. While we may appreciate the soundness of the arguments, we doubt very much whether the proposed solution can be regarded as the right one. The situation which is attempted to be faced is by no means peculiar to Mysore. The reform of education on lines calculated to prevent unemployment and wastage and to fit the pupils for the future is an All-India problem. The chances of arriving at a satisfactory solution are very remote in the large provinces in British India where the linguistic differences make the problem of education more complicate. One would expect progressive Mysore with its experience of industrial concerns to face the question squarely, to start suitable technological courses and to divert students to useful lines of work. To restrict admission is merely to treat the symptom. The office-seeking mentality is not going to be up-rooted in a day even by strong speeches. There is a general feeling among young men that this literary type of education is no good. The moment is opportune for the state to adopt a programme of industrial and agricultural expansion and to turn to good account the talents of thousands of young men. When they find that other walks of life are more lucrative, they will not be foolish enough to knock at the door of Universities. We hope the public of Mysore will understand the remarks of Mr. Subba Rao, in the proper spirit and strengthen his hands in framing a comprehensive programme of secondary education.

BUDGET AND EDUCATION

Owing to pre-occupation of the Madras legislative council with matters arising out of the present political situation, members were not perhaps keen on discussing in detail the items in the budget under the head of Education. We are thankful to the Minister for the assurance he has given to the council that no cut in teaching grants will be made. In the course of his observations, the Hon'ble Minister tried to show that steps were being taken to enable large schools to earn teaching grants. We have been told that, for the purpose of calculation of grants, the excess fee-income derived by schools by levying fees at higher than standard rates is proposed to be treated as contribution by the management. This step will no doubt make it possible for a large number of non-mission aided institutions to earn grants from the government and to carry on their work efficiently. We are not sure whether in actual practice these institutions can count upon this hope held out by the Minister. If effect is proposed to be given to the idea expressed by the Minister, a substantial increase in the allotment under teaching grant should have been

made. So far as we can see there is no increase in the allotment. Even if the idea of the Minister be carried out in full, it will not afford relief to all schools. Schools that have been levying higher rates of fees are found in big cities like Madras, Madura and Trichy. In other places the management may not have objection to levy a higher rate but cannot think of adopting this step for fear of fall in strength. Such schools which are doing useful work will not be in a position to be benefited from the contemplated change. It is unfortunate that in the Legislative Council no person can be found to press upon the government the need for the revision of the grant-in-aid code. Some of the members are connected with school committees and they will be truly serving the interest of the public if they should open the eyes of the government to the serious consequences of their persisting in a policy of drift. The way in which the question of the grant-in-aid code has been allowed to hang fire does not redound to the credit of either the authorities or the public men.

TEACHER-MANAGER SCHOOLS

Some days back a note appeared in the columns of the press that teachers in Karachi have been running secondary schools themselves. We are all familiar with "teacher-manager" schools in the sphere of elementary education and many of them have been working efficiently. The extension of the teacher-manager idea to secondary schools will be watched with great interest. The days of profiteering secondary schools are gone. Big unendowed secondary schools that are passing for self-supporting institutions, manage to get on by admitting a very large number of students and by paying low salaries to teachers. It is a well-known fact that, in the case of many of these schools managed by committees, the individual members do not contribute funds themselves and they are on the committee just to administer the funds. When salaries cannot be paid or when increments cannot be given, the members of the committee tell plainly that there is no money. Under such circumstances a question is naturally asked why these secondary schools should not be managed by teachers themselves. The need for a committee intended solely for administering the funds when available and exercising patronage whenever possible, has been frequently questioned. We are glad to learn that the experience at Karachi has not resulted in the lowering of efficiency. Even this negative compliment must give some satisfaction to the organisers and we should think that the experiment is worth trying in our presidency. A school may not improve financially by a change in the management but it will, in the hands of enthusiastic teachers, be free to conduct educational experiments and strike out a new line. It will be obvious that such experimental schools cannot be more than a handful. Even in the field of elementary education, the teacher-manager school is not often a model of what a school should be. There is work enough inside the class-room and no one who is interested in the sound education of children would like the teacher to be touting for pupils and spending his time and energy in coaxing the unwilling parents to part with cash. The success of the wholesale extension of the teacher-manager principle to secondary education should remain problematical.

S. S. L. C.

We invite the attenion of our readers to the resolution on the secondary school leaving certificate course framed by the Working Committee of the union for discussion at the ensuing Provincial Educational Conference. Other resolutions relating to S. S. L. C., which have been received from Teachers' Associations are also published in the agenda. It is for teachers to

make up their mind as to what a secondary school course ought to be. If they consider this question on its own merits dispassionately and take a long view of things, their decision will prove acceptable to the authorities and the public. Even if our decision be not accepted, we shall have the satisfaction of having done our duty and we shall be awaiting a favourable opportunity to get our ideas accepted. Unfortunately each association or guild is tempted to consider only one aspect of the secondary school course. It is influenced more often by the circumstances that are peculiar to the schools in the locality. It may be useful to recall what sentiments are usually expressed on the platform in respect of secondary education. We are told that secondary education should as far as possible be self-contained and that the pupils leaving secondary schools should have been properly trained to play their part in their future life efficiently. A section of teachers is constantly pointing out that some facilities for commercial training must be afforded in the secondary school stage so that poor pupils may be enabled to earn their means of livelihood. On the other hand several teachers argue that students and their parents are keen on University Education and that some provision should be made in the school time-table to give instruction in the subjects likely to be selected in the University classes. How to reconcile these conflicting aims? A poor presidency, such as Madras is, cannot think of having different types of secondary schools to meet the varied needs of pupils.

What is good for a pupil intending to proceed to the University will not be suitable for a pupil who is anxious to enter life at the earliest opportunity. The secondary school course should therefore be sufficiently elastic and well-differentiated. There must be an obligatory or compulsory group which should be comprehensive enough to give all the pupils the necessary cultural training so as to help them to take an intelligent interest in the events of the world. The scope of compulsory group should, however, be such as to leave room for physical training during school hours and also for special instruction in Manual training, or commercial, or University subjects according to the choice of the pupil. If the foregoing principles be conceded, it may be easy for teachers to come to an understanding. Some secondary schools have already got the necessary equipment for Manual training the importance of which as an educational instrument is fully recognised. Many of the schools have been teaching Science subjects such as Physics, and Chemistry and have got fairly good laboratories. It is necessary and desirable to continue the laboratory training, especially when schools are not equipped for Manual training.

The resolution of the Working Committee seeks to give a definite shape to the different points of view. The present compulsory group is proposed to be retained as it is and this it will be admitted, is a fairly complete general course. The present optional group is proposed to be done away with and the strain of the public examination is thus considerably minimised.

Our students are supposed to be interested in the University or technical subjects for their own sake and nothing more should be expected of schools than to provide facilities for instruction in these subjects during school hours. It is well known that most of the schools have nothing in the way of equipment for Manual Training. The resolution of the Working Committee which is based on the recommendations of some guilds amplifies the existing B group by adding Geometry and Algebra, Physics, Chemistry, Commercial subjects and Do-

mestic Science and suggests that it should be made obligatory on each pupil to undergo a course on any one of the above-mentioned subjects. This proposal may not be an ideal one but it is the only course which promises to reconcile different views. Students who intend to pursue Mathematics in the college can acquire the necessary preliminary training in the school itself. This is much better than the suggestion to include portions of Algebra and Geometry in Elementary Mathematics, which is sure to prove a heavy burden to most of the pupils. Students who mean to enter life as clerks may select any of the commercial subjects. A large number of students who mean to take science in the University can undergo a course in Physics or Chemistry and acquire the necessary practical laboratory training. Whatever may be said about the S. S. L. C. scheme, it should be admitted that the laboratory training our students have had at the school is of no mean order. This advantage should not on any account be lost, especially when students themselves are interested in the work. The only objection which may be levelled against the resolution is that the B group subject is not an examination subject and that history may repeat itself. The B group of old consisted of many subjects while, in the present B group, only one subject has to be studied. The subject which is expected to be studied is one, the direct importance and usefulness of which the teacher and the pupil are both conscious. The object of the B group is not to ensure a definite standard of assessable proficiency but merely to make it possible for the pupil to equip himself properly for the future. It is believed that the training will have its own value and the student will be neglecting it at his own risk. Much must certainly depend upon the teacher. When teachers accept this compromise—resolution of the Working Committee, it means that they are prepared to realise their responsibility. Nothing will be lost if a few students neglect a subject but we shall be doing irreparable harm if we should load the compulsory course further by adding Geometry and Algebra or if we subject pupils to a public examination in the proposed B group subject. The fear that some teachers may not realise the responsibility or may not come up to the standard of professional conduct should not be an excuse for withholding support. Our union should state in plain terms what form the forward move in secondary education should take. It can do this with effect only when it is able to appeal to its rank and file to understand the implications of the proposal and to act in the true spirit.

SPECIAL ARTICLES

We are continuing the series of special articles relating to secondary education and are publishing in this issue articles on *Inspection and Examination*. It should not be understood that the editors agree with any or all of the views expressed in these articles. The contributors whose experience and capacity cannot be questioned are at perfect liberty to state their views. The Subject of "Inspection" came up for a lengthy discussion on the occasion of the last All-India Educational Conference held at Bangalore. It may be quite easy to hold up a thing like "Inspection" to ridicule but exaggerated denunciation does no one any good. There is a strong feeling against the inspectorate all over the country. Even such a cautious gentlemen like Sir P. S. Sivaswamy Aiyar, went to the length of suggesting substantial retrenchment in the number of inspecting officers, chiefly because he was not impressed with the advantage of the present-day inspection. But the time for doing away with the inspec-

tors will be when teachers in schools are ideal in every respect. One point that is obvious is that the recruitment to the inspectorate leaves considerable room for improvement and that it should be based on fitness for the work. The inspecting officers and teachers move in orbits of their own and they do not have frequent opportunities of meeting one another. Now that our District Teachers' Guilds are fairly well-organised and hold conferences regularly, it will be good if the inspecting officers accept the invitation extended to them, attend the conferences and guide the deliberations. We are not at all suggesting anything very extraordinary when we appeal to our inspecting officers to be present at the conference. This practice has become a regular feature with the co-operative department and the officers including the Registrar make it a point to attend the co-operative conferences and even listen to strong criticism of the official action. The Subject of Examination is an old vexed question. It is really an interminable question. All cry down examination but the exalted position it continues to hold in our educational system is inexplicable. What we in South India want is perhaps an appearance of uniformity! !

PROVINCIAL EDUCATIONAL CONFERENCE

The twenty-fourth Provincial Educational Conference will be held at Madura on 12th May and the two succeeding days. M. R. Ry. V. Saranatha Aiyangar, Avl., M.A., Principal, National College Trichinopoly, has kindly accepted the presidentship. He is well-known to teachers in South India and as the President of Trichy District Teachers' Guild, he has been taking keen interest in the activities of teachers. We congratulate him on the honour bestowed upon him by the Reception Committee on behalf of the teaching profession. The Conference and the exhibition are held at the American College premises and it is hoped that the delegates will assemble in large numbers. The Resolutions to be considered at the conference and at the business meeting of the union are published elsewhere in this issue. The attention of our readers is also invited to the annual report of the union appearing in this issue.

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